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ABSTRACT

Each of the three parts of this report provides a somewhat different perspective on U.S. students' knowledge and understanding of U.S. history. Part 1 summarizes the assessment performance of approximatley 16,0000 fourth-, eighth-, and twelfth-grade students based on the National Assessment of Educational Progress U.S. history proficiency scale. Chapter 1 uses this measure to summarize the levels of proficiency displayed by students in the 1988 assessment, offering an overview and examples of their knowledge and understanding. Chapter 2 compares U.S. history proficiency across the grades and across subpopulations defined by race/ethnicity, gender, region, and other characteristics. Part 2 of the report takes a closer look at the assessment results. The chapters in this section provide information not only on the results of the assessment of students in grades 4,8, and 12, but also on trends in the performance of approximately 2,300 eleventh-grade students, based on a special study conducted in 1986 and 1988. Chapter 3 explores students' knowledge of historical periods, chronology, documents, and persons, while chapter 4 summarizes their familiarity with the historical contexts of political and economic life as well as of cultural, social, and family life. Part 3 describes the amount and nature of social studies and U.S. history instruction reported by students who participated in the 1988 assessment and in the special trend assessment. Chapter 5 summarizes the extent of students' instruction in these subjects, and chapter 6 reports on various aspects of this instruction--particularly the topics studied and the prevalence of various instructional activities. Many tables of statistical data are included. (JB)

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The U.S. History Report Card

THE NATION'S REPORT CARD

THE ACHIEVEMENT OF FOURTH-, EIGHTH-, AND TWELFTH-GRADE STUDENTS IN 1988 AND TRENDS FROM 1986 TO 1988 IN THE FACTUAL KNOWLEDGE OF HIGH-SCHOOL JUNIORS.

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THE NATION'S REPORT CARD

The U.S. History Report Card

THE ACHIEVEMENT OF FOURTH-, EIGHTH-, AND TWELFTH-GRADE STUDENTS IN 1988 AND TRENDS FROM 1986 TO 1988 IN THE FACTUAL KNOWLEDGE OF HIGH-SCHOOL JUNIORS.

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The people are the ultimate guardians of their own liberty . . . History by apprising them of the past will enable them to judge the future; it will avail them to the experience of other times and other nations; it will qualify them as judges of the actions and designs of men . . .

Thomas Jefferson

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OVERVIEW

A KNOWLEDGE OF HISTORY provides the perspective needed to make sense of the present, as well as the past. By tracing the historical roots of issues and events that concern us today — such as immigration and assimilation, trade relations, or the expansion of democracy — we may be better able to recognize the significance of current changes and anticipate their future implications. For these and other reasons, recent national concern with school reform has included a renewed attention to the ways in which history is taught.[1] Identified by the National Commission on Excellence in Education as one of the five "new basics," history education plays a critical role in helping students understand the complex world in which they live.[2]

This report from The Nation's Report Card provides an opportunity to reflect on the adequacy of students' knowledge and understanding of U.S. history. The findings discussed herein and in other studies suggest that a large percentage of students approaching high-school graduation — and a disproportionately large percentage of minority students — lack a sense of the national heritage.[3] In fact, many appear to have only a surface acquaintance with the history of our nation.

The following chapters describe American students' U.S. history learning in

[1] A curriculum task force convened by the National Commission on Social Studies in the Schools recently issued a report that examined and recommended comprehensive changes in the elementary and secondary social studies curriculum. See National Commission on Social Studies in the Schools, *Charting a Course: Social Studies for the 21st Century: A Report of the Curriculum Task Force of the National Commission on Social Studies in the Schools* (November 1989).

[2] National Commission on Excellence in Education, *A Nation at Risk: The Imperative for Educational Reform* (Washington, DC, April 1983).

[3] Diane Ravitch and Chester E. Finn, Jr., *What Do Our 17-Year-Olds Know?* (New York, NY: Harper and Row, 1987).

detail, based on a national survey of approximately 16,000 students in grades 4, 8, and 12, conducted during the spring of 1988 by the National Assessment of Educational Progress (NAEP). Also discussed are the results of a 1988 survey of approximately 2,300 eleventh graders, measuring trends from 1986 to 1988 in students' factual knowledge of U.S. history. Each student participating in the main and trend assessments answered a series of questions designed to measure their knowledge and understanding of various historical periods, events, persons, documents, and contexts, as well as questions on their social studies and U.S. history education.

The results from the 1988 main NAEP U.S. history assessment were analyzed using item response theory (IRT) methods, allowing NAEP to describe performance across the grades and subpopulations on a common proficiency scale, ranging from 0 to 500. Along this continuum, four levels of proficiency were defined:

- **Level 200:** Knows Simple Historical Facts
- **Level 250:** Knows Beginning Historical Information and Has Rudimentary Interpretive Skills
- **Level 300:** Understands Basic Historical Terms and Relationships
- **Level 350:** Interprets Historical Information and Ideas

The knowledge, skills, and understandings represented at each level were articulated, based on the types of items answered correctly by the students performing at each level. (More detailed information on the U.S. history proficiency scale can be found in Part I and in the Procedural Appendix.)

Highlights of NAEP's 1988 U.S. History Assessment

- At grade 4, approximately three-quarters of the students performed at or above the lowest proficiency level defined on the NAEP scale, demonstrating a knowledge of historical facts of the type generally learned from everyday experience. Sixteen percent of the students reached or exceeded the next level of proficiency (Level 250), characterized by a knowledge of beginning historical information.

- Approximately two-thirds of the eighth graders performed at or above Level 250, demonstrating the ability to identify some of the major figures in American history, such as Benjamin Franklin, Abraham Lincoln, and Martin Luther King, Jr. However, only 13 percent performed at or above Level 300, where an understanding of various historical terms and relationships was evident.

- A majority of the high-school seniors (89 percent) displayed a grasp of beginning historical information, and nearly half (46 percent) appeared to understand various historical terms, texts, and relationships. Students performing at the latter proficiency level seemed to have a general sense of historical chronology and were familiar with the contents of some of the primary texts in U.S. history — for example, the Declaration of Independence, Constitution, and Bill of Rights. Only 5 percent per-

formed at the highest proficiency level defined, characterized by the ability to interpret complex historical information and ideas.

■ As early as grade 4, performance disparities were evident between White students and their Black and Hispanic counterparts. Wide differences in performance also were evident between students attending schools in advantaged urban communities and those attending schools in disadvantaged urban communities. These gaps persisted across the grades.

■ A trend study at the eleventh-grade level indicated no change from 1986 to 1988 in high-school juniors' factual knowledge of U.S. history. However, some increased study of U.S. history topics was noted and students showed slightly improved knowledge of some time periods.

Additional Performance Results

■ A majority of the fourth-grade students appeared to know basic historical facts of the type that can be learned from everyday experience.

Most fourth graders appeared to know why national holidays such as Thanksgiving and the Fourth of July are celebrated, as 84 and 71 percent of the students, respectively, gave correct answers to questions on these topics.

While approximately three-quarters of these young students were able to identify the national bird, just 57 percent knew what is symbolized by the stripes in the American flag.

More than half of the fourth graders were familiar with key figures in U.S. history — such as George Washington, Paul Revere, Abraham Lincoln, Daniel Boone, Thomas Edison, and Betsy Ross. However, their knowledge of these individuals appeared to be quite limited. For example, 56 percent knew the names of Columbus's ships, but only 36 percent knew why he sailed to America.

■ In general, eighth graders displayed a surface understanding of historical information and little in-depth knowledge.

Although 84 percent appeared to know how Abraham Lincoln died, only one-quarter knew that his goal in the Civil War was to preserve the Union.

Almost all (94 percent) identified the Mayflower as the Pilgrims' first ship, but when asked to write a paragraph or two about why the explorers or colonists came to America, only 17 percent supplied one or two satisfactory reasons.

Three-quarters appeared to know the date that the Declaration of Independence was issued, but only one-third recognized its opening statement.

Eighty-six percent knew that the large cotton growing farms in the South were called plantations, but only 57 percent recognized the existence of a relationship between the plantation economy and the development of the cotton gin.

Whereas most (76 percent) knew that Martin Luther King, Jr. presented the "I Have a Dream . . ." speech, less than one-half (48 percent) knew he was famous for nonviolent protests for civil rights.

Approximately two-thirds of the students reported frequently studying about the Constitution, but only 56 percent correctly identified the Preamble to this document and just half seemed to know why the Bill of Rights was added.

Only about one-quarter of the students in grade 8 knew about the Cold War, Lyndon B. Johnson, or American-Soviet detente. Approximately half knew about our country's concern over the spread of communism after World War II and 59 percent appeared to recognize the significance of the *Brown v. Board of Education* court decision barring racially segregated public schools.

■ Most of the high-school seniors displayed a knowledge of beginning historical information, but far fewer appeared to understand the interrelationships among historical events, persons, and documents.

Many students seemed to lack knowledge of the basic contents of documents that have influenced our country's political, economic, and social life. Sixty-eight percent of the high-school seniors identified the reason for the Bill of Rights and 63 percent recognized a quotation from the Monroe Doctrine, but only 38 percent recognized the opening statement of the Declaration of Independence.

Few twelfth graders displayed more than a rudimentary understanding of U.S. historical policies on civil rights. For example, less than half were able to associate Martin Luther King, Jr. with the Montgomery boycott. Although 72 percent recognized the names of 19th century feminists (Mott, Anthony, and Stanton), only one-quarter recognized those of 20th century feminists (Steinem and Friedan).

When asked about our nation's economic development and the rise of modern America, most twelfth-grade students responded correctly to questions on the famous inventors Henry Ford, Alexander Graham Bell, and Thomas Edison. Yet they performed far less well on questions that referred to labor leaders, the union movement, and big business.

Twelfth graders' understanding of the Civil War era seemed to focus on basic information on Abraham Lincoln and slavery. Although 56 percent reported studying the Civil War "a lot," only 32 percent reported a comparable study of the Reconstruction era.

The majority of high-school students seemed to be familiar with a number of presidents, including Franklin D. Roosevelt (77 percent) and Woodrow Wilson (63 percent). However, when asked to compare the powers of the president today with those of George Washington, only 30 percent of the twelfth graders provided two reasons why they felt that one president or the other had more power, and just 10 percent elaborated on the reasons they gave.

In summary, the assessment results indicate that across the grades, most students have a limited grasp of U.S. history.

Instructional Findings

■ Most (70 percent) of the fourth graders reported having social studies instruction at least three times a week, and 83 percent reported they had studied various history topics either some or a lot. In their social studies classes, approximately half of the fourth graders reported considerable emphasis on the Indians who first lived in our country and one-third reported frequently studying about the Pilgrims and first American colonies. Smaller percentages reported they had studied more recent history topics.

■ Nearly all of the eighth graders (95 percent) reported that they had studied U.S. history in grade 5, 6, 7, or 8. However, half reported they had never studied the period from 1945 to the present. This may help explain why media events such as Watergate and the space shuttle dominated their knowledge of more recent history.

■ Virtually all of the twelfth-grade students (98 percent) reported taking a U.S. history course at some point in their high-school career. Those who reported they had studied the subject for a year or more performed better in the assessment, on average, than students who reported studying the subject less extensively.

■ Students who reported they had studied the topics covered in the assessment to at least some extent tended to outperform their peers who reported less exposure to the various topics.

In summary, the assessment results indicate that across the grades, most students have a limited grasp of U.S. history.

Fourth graders were generally ill-acquainted with the significant events and people that have shaped our nation's past. And students in grades 8 and 12 — particularly those from less advantaged home and school situations — tended to display a limited grasp of U.S. history facts and reasoning skills that are critical to understanding how the record of the past is reconstructed and interpreted.

Part of the explanation for these weak performance results may be found in later chapters of this report, which address the amount and nature of social studies and U.S. history instruction reported by students. In particular, students reported that the instructional activities in their social studies and history classes emphasized reading and memorizing textbook material rather than analyzing primary and secondary sources or exploring history as an ongoing process of interpretation.

Each of the three parts of this report provides a somewhat different perspective on American students' knowledge and understanding of U.S. history. Part I summarizes the assessment performance of fourth-, eighth-, and twelfth-grade students based on the NAEP U.S. history proficiency scale. Chapter One uses this measure to summarize the levels of proficiency displayed by students in the 1988 assessment, offering an overview and examples of their knowledge and understandings. Chapter Two compares U.S. history proficiency across the grades and across subpopulations defined by race/ethnicity, gender, region, and other characteristics.

Part II of the report takes a closer look at the assessment results, reviewing the types of items on which students performed particularly well and particularly poorly. The chapters in this section provide information not only on the results of the assessment of students in grades 4, 8, and 12, but also on trends in the performance of eleventh-grade students, based on a special study conducted in 1986 and 1988. Chapter Three explores students' knowledge of historical periods, chronology, documents, and persons, while Chapter Four summarizes their familiarity with the historical contexts of political and economic life as well as of cultural, social, and family life.

Part III describes the amount and nature of social studies and U.S. history instruction reported by students who participated in the 1988 assessment and in the special trend assessment. Chapter Five summarizes the extent of students' instruction in these subjects, and Chapter Six reports on various aspects of this instruction — particularly the topics studied and the prevalence of various instructional activities.

PART ONE

Students' Understanding Now of What Happened Then:

U.S. History Proficiency for the Nation and Demographic Subpopulations

THIS PART OF NAEP's Report Card on U.S. history achievement presents an overview of fourth-, eighth-, and twelfth-grade students' understanding of historical content and their reflective reasoning skills. It also describes performance results for various demographic groups within the national population.

Chapter One presents national levels of performance on the U.S. history proficiency scale, a 0 to 500 metric that allows NAEP to compare performance across the three grades and across the various subpopulations assessed. A combination of empirical and interpretive procedures was used to define the knowledge, skills, and understandings that characterize levels of performance at various points on the scale.

Chapter Two compares the U.S. history knowledge and understandings of various subpopulations defined by gender, race/ethnicity, and region of the country, as well as home and school characteristics. These comparisons are based on the average performance results on NAEP's U.S. history proficiency scale and on the percentages of students who reached various levels of performance on that scale.

CHAPTER ONE

An Overview of What Students Know About U.S. History

TO ENSURE THAT NAEP's 1988 U.S. history assessment was well balanced and that it reflected the goals and purposes of history education, a comprehensive development and review process was used to create a detailed conceptual framework for the assessment. This framework defined three critical areas of understanding about the nation's past:

- the **chronology** of people, events, documents, and interrelationships that form our nation's history;
- the **context** of American political, economic, cultural, social, family, and intellectual life within each chronological period, and the way in which these interact and change over time; and
- the **reasoning skills** necessary to understand how the record of the past is interpreted and reconstructed.[4]

The assessment involved nationally representative samples of students at grades 4, 8, and 12, totaling approximately 16,000 participants from 1,000 public and private schools. Students' knowledge and understandings were measured primarily using multiple-choice questions, although some open-ended questions were also included in the assessment, asking eighth- and twelfth-grade students to write about specific historical periods and relationships.

The assessment results were analyzed using item response theory (IRT) scaling procedures, which allowed NAEP to estimate students' average history proficiency on a common scale ranging from 0 to 500, based on their performance on the items they were given. This U.S. history proficiency scale provides a way to compare achievement across grades and subpopulations and to relate performance to a variety of home, school, and instructional factors.

[4]Educational Testing Service. *U.S. History Objectives: 1988 Assessment* (Princeton, NJ: Educational Testing Service, National Assessment of Educational Progress, 1987).

To provide a detailed view of students' knowledge, skills, and understandings, the history proficiency scale was "anchored" to reflect the kinds of abilities possessed by students attaining four successive levels of performance on the scale.[5] Based on the range of student performance in the assessment, the following levels of U.S. history proficiency were defined:

- **Level 200:** Knows Simple Historical Facts
- **Level 250:** Knows Beginning Historical Information and Has Rudimentary Interpretive Skills
- **Level 300:** Understands Basic Historical Terms and Relationships
- **Level 350:** Interprets Historical Information and Ideas

In theory, proficiency levels above 350 or below 200 could have been defined; however, so few students in the assessment performed at the extreme ends of the scale that it was not practical to do so.[6]

To provide the basis for the anchoring process, NAEP used empirical procedures to delineate sets of items that discriminated between adjacent performance levels on the scale — that is, items likely to be answered correctly by students performing at a particular level on the scale and much less likely to be answered correctly by students performing at the next lower level.

The sets of items represented at each of the four levels were studied by a panel of distinguished history educators, who carefully considered and articulated the types of knowledge, skills, and reasoning abilities demonstrated by correct responses to the items in each set. This information was then placed in the context of the assessment framework and used to characterize students' understanding of the significant events, people, and policies that have shaped our nation's history, as well as their ability to interpret and analyze historical information.

The descriptions developed for each level of proficiency are presented in FIGURE 1.1. Students performing at the lower levels on the scale were said to be familiar with major historical figures and national traditions and to be developing an ability to use historical information presented in timelines and graphic formats. At each successive level, students' knowledge of historical people, events, and terms was said to increase, as was their ability to interpret and analyze complex information and relationships.

[5] More detailed information on the NAEP scaling procedures can be found in the Procedural Appendix.

[6] Students' performance in NAEP's reading, mathematics, and science assessments varied more, making it possible to define Level 150 for the scales in those subject areas.

FIGURE 1.1 | Levels of U.S. History Proficiency

THE NATION'S REPORT CARD

LEVEL 200: **Knows Simple Historical Facts**

Students at this level know some historical facts of the type learned from everyday experiences. For example, they can identify a few national holidays and patriotic symbols. They can read simple timelines, graphs, charts, and maps.

LEVEL 250: **Knows Beginning Historical Information and Has Rudimentary Interpretive Skills**

Students at this level know a greater number and variety of historical facts of the type commonly learned from historical studies. For example, they can identify a number of historical figures, events, and terms. They are developing a sense of chronology and can interpret timelines, maps, and graphs.

LEVEL 300: **Understands Basic Historical Terms and Relationships**

Students at this level have a broad knowledge of historical terms, facts, regions, and ideas. They have a general sense of chronology and can recognize characterizations of particular time periods in history. These students have some knowledge of the content of primary texts in U.S. political and constitutional history, such as the Declaration of Independence, Constitution, Bill of Rights, and Emancipation Proclamation. They are familiar with certain historically significant economic and social developments and have some awareness of different social and cultural groups. These students are beginning to comprehend the historical significance of domestic governmental policies and also the international context of U.S. history, as reflected in wars, exploration, settlements, immigration, and alliances. They show an emerging understanding of causal relationships.

LEVEL 350: **Interprets Historical Information and Ideas**

Students at this level are developing a detailed understanding of historical vocabulary, facts, regions, and ideas. They are familiar with the content of a wider variety of texts, such as the Articles of Confederation, the Federalist Papers, Washington's Farewell Address, and certain amendments to the Constitution. They are aware of the religious diversity of the United States and recognize the continuing tension between democratic principles and such social realities as poverty and discrimination. These students demonstrate a rudimentary understanding of the history of U.S. foreign policy. They are beginning to relate social science concepts — such as price theory, separation of powers, and essential functions of government — to historical themes and can evaluate causal relationships.

Levels of U.S. History Proficiency for the Nation

TABLE 1.1 shows the percentages of fourth-, eighth-, and twelfth-grade students who performed at or above each level of proficiency defined on the NAEP U.S. history scale in 1988. As anticipated, the percentage of students who reached the higher proficiency levels increased with each successive grade.

TABLE 1.1 Levels of U.S. History Proficiency for the Nation, 1988

THE NATION'S REPORT CARD naep

	PERCENTAGE OF STUDENTS AT OR ABOVE EACH LEVEL		
	GRADE 4	GRADE 8	GRADE 12
Level 200 Knows Simple Historical Facts	76.0 (1.0)	96.0 (0.3)	99.4 (0.1)
Level 250 Knows Beginning Historical Information and Has Rudimentary Interpretive Skills	15.9 (0.9)	67.7 (0.9)	88.9 (0.6)
Level 300 Understands Basic Historical Terms and Relationships	0.2 (0.1)	12.7 (0.5)	45.9 (1.3)
Level 350 Interprets Historical Information and Ideas	0.0 (0.0)	0.1 (0.0)	4.6 (0.5)

Standard errors are presented in parentheses. Standard errors of less than 0.05 are rounded to 0.0. It can be said with 95 percent certainty that for each population of interest, the percentage of students at or above each level is within ± 2 standard errors.

The following sections discuss student performance at each anchor point on the scale and provide illustrative items that characterize the historical knowledge, skills, and understandings possessed by students performing at or above each proficiency level. It should be emphasized that the sample items presented here were chosen only for illustrative purposes and are not intended to cover all that students ought to know about U.S. history.[7]

[7] The detailed content and format of the questions must be kept secure because NAEP is scheduled to conduct subsequent assessments of U.S. history at grades 4, 8, and 12 to provide information about trends in achievement in this curriculum area. Thus, a substantial portion of the items in the 1988 assessment will be readministered in the future to measure students' educational progress over time.

LEVEL 200: Knows Simple Historical Facts

In 1988, approximately three-quarters of the fourth-grade students, 96 percent of the eighth-grade students, and virtually all of the twelfth-grade students performed at or above Level 200, displaying a knowledge of historical facts of the type that can be learned from everyday experiences. Students at this level correctly identified certain national symbols, holidays, and associated traditions, although they appeared to be unaware of the historical roots of these symbols and traditions. Sample items that were answered correctly by most students at this level are provided below.

The national bird of the United States is the

A cardinal
(B) bald eagle
C bluebird
D turkey

What was the name of the ship on which the first Pilgrims came to America?

A The Queen Mary
B The America
C The Half Moon
(D) The Mayflower

The American Indians taught the Pilgrims how to

A build forts
B make maps
(C) grow corn
D sail the ocean

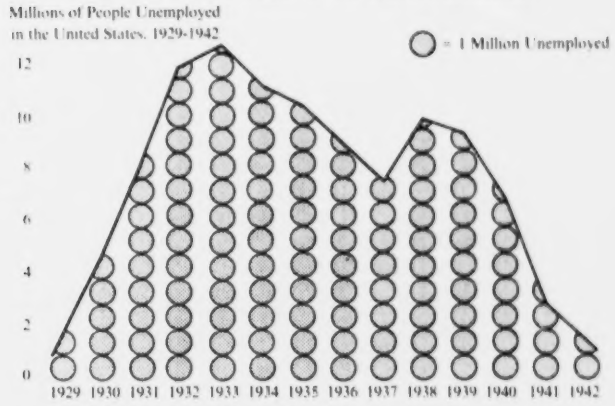
Early settlers in the New World usually built their homes near

A swamps
B factories
(C) rivers
D deserts

The most important reason the United Nations was organized after the Second World War was to help countries

(A) keep peace
B make better roads
C grow more crops
D build better dams

UNEMPLOYMENT DURING THE GREAT DEPRESSION



According to the graph, in which of the following years did the United States have the most unemployed people?

A 1931
Ⓑ 1933
C 1937
D 1941

The historical knowledge represented at Level 200 performance would seem to be less dependent on formal instruction than the knowledge, understandings, and skills represented at the higher levels of proficiency on the NAEP scale. It is quite possible that students develop the types of knowledge represented at this level through such common events as holiday celebrations and through exposure to the national culture. For example, students performing at this level are familiar with patriotic symbols such as the flag and the bald eagle.

Although students might attain this level of proficiency without any formal instruction in history, present curricular patterns do tend to reinforce the learning of national symbols and traditions. In the primary grades (kindergarten through grade 3), some history instruction is commonly introduced through references to holidays. For example, the Thanksgiving holiday provides an opportunity to teach about Pilgrims, the Mayflower, American Indians, and the early settlements. As discussed later in this report, most fourth graders did report receiving social studies instruction on a regular basis. However, the subject is typically given little time during the school day relative to reading and mathematics.[8] Further, in most states and schools, formal instruction in U.S. history does not begin until fifth grade, and world history is left aside until the middle-school or junior high-school years.[9]

[8]Iris Weiss, *Report of the 1985-86 National Survey of Science and Mathematics Education* (Research Triangle Park, NC: Research Triangle Institute, 1987).

[9]National Commission on Social Studies for Early Childhood and Elementary School Children, "Preparing for the 21st Century: A Report from NCSS Task Force on Early Childhood/Elementary Social Studies," *Social Education* 53, 14 (1989).

LEVEL 250: Knows Beginning Historical Information and Has Rudimentary Interpretive Skills

Only 16 percent of the fourth-grade students reached Level 250 — a substantial drop from the percentage who performed at or above Level 200. However, because students in the primary grades tend to receive relatively limited history instruction, perhaps these results are to be anticipated. At the upper grades, approximately two-thirds of the eighth graders and 89 percent of the twelfth graders performed at or above this proficiency level in 1988. The following items are illustrative of Level 250 performance.

The two major national political parties in the United States today are the

A Progressive and American parties
B Republican and Independent parties
Ⓒ Democratic and Republican parties
D Liberal and Conservative parties

Benjamin Franklin was famous for being all of the following EXCEPT

A a scientist
B a writer
C an inventor
Ⓓ a sailor

Dr. Martin Luther King, Jr., would have supported all of the following types of actions EXCEPT

A boycotts
B sit-ins
Ⓒ bombings
D marches

Dear Elizabeth,

My horse is gone. In fact, all of the horses are gone. Dad and Tom rode them south toward Georgia over a month ago. Our whole farm is really desolate.

Mom spends all her time collecting cotton cloth and making bandages. We have no needles, so sewing them is almost impossible.

Have you heard about the new painkillers doctors are developing in the North?

I must go now. I hear gunfire in the distance, and that means there will be wounded men arriving soon.

Love, Sarah

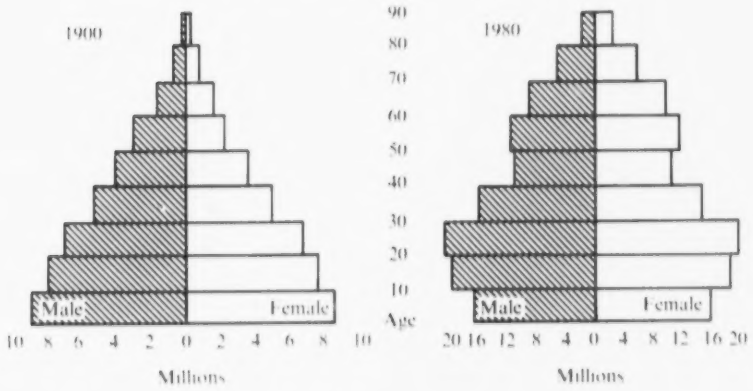
Sarah probably wrote this letter during the

Ⓐ Civil War
B Spanish-American War
C Second World War
D Vietnam War

In 1849 thousands of people rushed west to the region near Sutter's Mill in California to engage in

A farming
B cattle ranching
C fur trapping
(D) gold mining

UNITED STATES POPULATION BY AGE GROUPS



This question refers to the age pyramid above. In 1980 the largest segment of the population was between the ages of

A 10 and 20
(B) 20 and 30
C 30 and 40
D 40 and 50

Which of the following is the most recent invention?

(A) Space shuttle
B Automobile
C Airplane
D Covered wagon

Columbus sailed west across the ocean to

(A) find a new route to Asia
B go to war
C start a new religious colony
D try out a new ship

President Lincoln died from a

A wound received in a Civil War battle
Ⓑ bullet fired at him in a theater
C heart attack while making a speech
D long illness

What were the large cotton-growing farms of the South called?

A Estates
B Tracts
C Ranches
Ⓓ Plantations

Students who performed at or above Level 250 appeared to be familiar with a number of important historical figures, ranging from Christopher Columbus, Paul Revere, and Benjamin Franklin to Abraham Lincoln and Harriet Tubman. These students also seemed to have a developing understanding of historical chronologies, as demonstrated by their ability to interpret timelines, and displayed an expanding history vocabulary.

A vast majority of the eighth-grade students reported receiving at least some U.S. history instruction in the fifth, sixth, seventh, or eighth grades, and most high-school students reported receiving additional instruction in high school. It is therefore somewhat surprising that approximately one-third of the eighth graders and nearly one-tenth of the twelfth graders failed to demonstrate a knowledge of history that went beyond simple facts.

Level 300: Understands Basic Historical Terms and Relationships

As might be expected, virtually none of the fourth graders performed at Level 300, probably because many have not yet been exposed to formal instruction in history. Less expected was the finding that only 13 percent of the eighth graders and fewer than half (46 percent) of the twelfth graders performed at or above Level 300. Students who reached this level of proficiency demonstrated an understanding of historical periods and chronologies, terms, and interrelationships. The sample items below are representative of those answered correctly by students performing at or above Level 300.

Freedom of the press is a right guaranteed to citizens of the United States by the

A Declaration of Independence
B Preamble to the Constitution
(C) First Amendment to the Constitution
D Freedom of Information Act

Which is the chronological order of the following people's participation in the civil rights movement, from earliest to latest?

I. Dr. Martin Luther King, Jr.
II. Jesse Jackson
III. W.E.B. DuBois
IV. Harriet Tubman

A I, II, III, IV
B III, IV, I, II
C IV, II, III, I
(D) IV, III, I, II

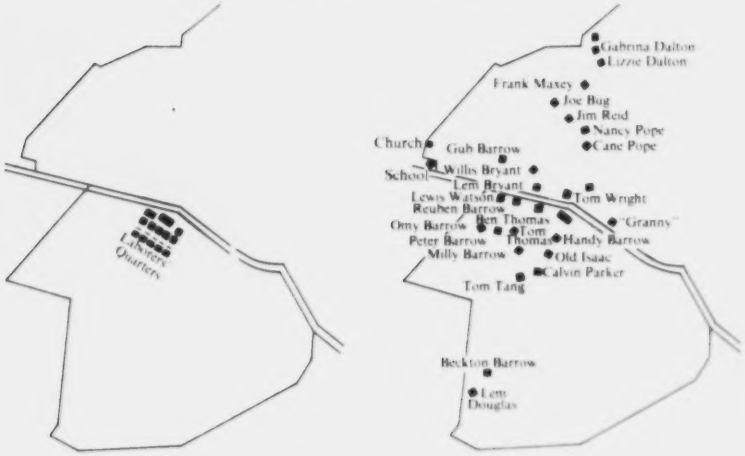
Soldiers fighting for the South during the Civil War were called

A unionists
(B) Confederates
C Yankees
D loyalists

Slavery in the United States was declared illegal by a constitutional amendment that was passed shortly after the

A Revolutionary War
(B) Civil War
C Second World War
D Vietnam War

A GEORGIA PLANTATION IN 1860 AND 1881



■ - House
▬ - Main House

The illustration above best supports the proposition that

A the Civil War had little effect on the plantation system
B Southern agriculture was less efficient after the Civil War
C cotton production declined after the Civil War
(D) Plantation laborers tended to establish their own residences after the Civil War

Lucretia Mott
Susan B. Anthony
Elizabeth Cady Stanton

Which of the following best described the people listed above?

A Women as corporate presidents
B Nineteenth-century artists
C Women in the military
(D) Nineteenth-century feminists

In the 1840's the idea that the United States eventually should control the continent from ocean to ocean was known as

A popular sovereignty
B the Wilmot Proviso
C accession
(D) Manifest Destiny

From 1890 to 1914, congressional legislation to regulate big business was stimulated primarily by the perception that

(A) business monopolies were reducing competition
B the Spanish-American War caused many bankruptcies
C large-scale agribusiness needed protection
D organized crime was taking over many businesses

Which of the following most accurately describes the effect of the French and Indian War (1754-1763) on British policy toward the American colonies?

A The British reduced taxes on the colonists to reward them for their help during the war.
(B) The British imposed new taxes on the colonists to help pay the debts that England contracted during the war.
C The British encouraged the colonists to make their own tax laws for the territory they won during the war.
D The British relaxed enforcement of taxes on the colonists because the end of the war reduced the cost of defending the empire.

The document drawn up by the Pilgrims granting their leaders the right to make laws for the good of the new colony was called the

A Plymouth Pact
B Declaration of Rights
C Separatists' Agreement
(D) Mayflower Compact

"The American continents, by the free and independent condition which they have assumed and maintained, are henceforth not to be considered as subject for future colonization by any European powers."

The passage above is quoted from the

A Treaty of Guadalupe Hidalgo
B Webster-Ashburton Treaty
C South Carolina Exposition and Protect
(D) Monroe Doctrine

To a greater extent than students at the lower levels of proficiency, students performing at Level 300 had begun to master historical information. They seemed to be aware of at least some of the diversity of social and economic groups in the United States, allowing them to understand important sources of debate over government policy. And their beginning acquaintance with such fundamental documents as the Declaration of Independence, the Constitution, and the Bill of Rights may help them to better understand America's political ideals.

Students at the 300 level may also be better equipped than students at the lower levels to think about the political, social, and economic structures that govern their lives. They demonstrated some knowledge of change over time, including factors that influence economic opportunity, and they seemed to know a little about the nature and purposes of business and labor organizations. In addition, they appeared to recognize cause-and-effect relationships of the sort that influence government policy and business plans.

LEVEL 350: Interprets Historical Information and Ideas

Students performing at the highest proficiency level on the NAEP scale displayed an understanding of U.S. history that was both broader and deeper than that of students at the lower proficiency levels. They seemed to be aware of some of the problems and conflicts in our democratic society — for example, poverty and discrimination — and also appeared to be developing a knowledge of the historical context of U.S. foreign policy. Almost none of the fourth- or eighth-grade students and only 5 percent of the twelfth-grade students performed at or above this level in the 1988 assessment. The following sample items were answered correctly by students performing at Level 350.

Jane Addams founded Hull House in Chicago in 1889 primarily to

A help women who wanted the vote
Ⓑ improve the community and civic life of the urban poor
C assist artists in selling their paintings
D provide medical care for Civil War veterans

People of different religious backgrounds settled in the colony of Pennsylvania chiefly because

A the original Roman Catholic settlers wanted a more diverse colony
B its mountainous land made religious unity impossible
Ⓒ its leaders supported the idea of religious tolerance
D the American Indians sold land cheaply to any recognized religious group

The federal government encouraged the building of the major transcontinental railroads by

A putting unemployed people to work on the railroads
B paying high salaries to railroad workers
C giving railroad companies land grants as subsidies
D selling supplies to railroad companies at a low price

Which of the following was accomplished during the Reconstruction Era?

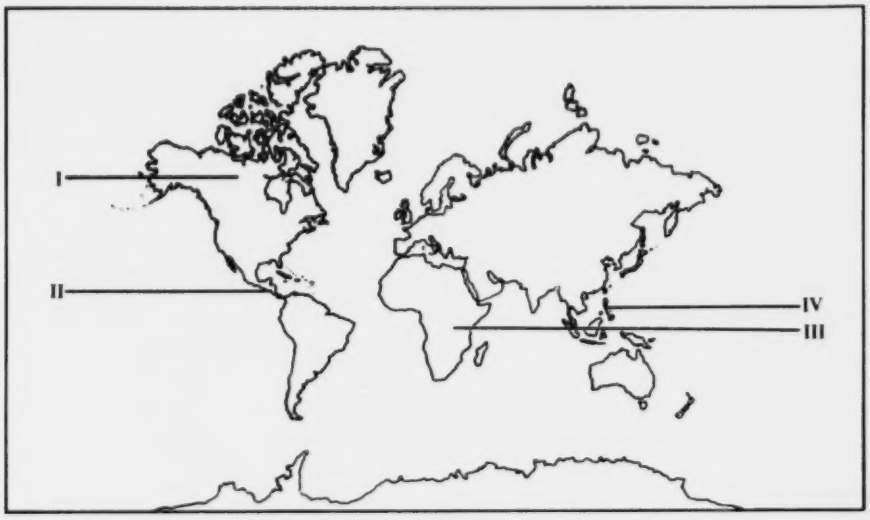
A Corruption in state and local government was mostly ended.
B Much new business was brought to the South.
C Good feelings were restored between the North and the South.
D Legislation provided some citizenship rights for Black people.

What do Gloria Steinem, Betty Friedan, and Kate Millett have in common?

A They have all written books and articles in support of the women's movement.
B They were the only women in the United States Senate in 1986.
C They led the fight against the Equal Rights Amendment.
D They have been leaders of the civil rights movement.

Formal diplomatic ties between the United States and the People's Republic of China were established during the presidency of

A Dwight D. Eisenhower
B John F. Kennedy
C Lyndon B. Johnson
D Richard M. Nixon



When Theodore Roosevelt said, "Speak softly, and carry a big stick," he was warning other countries not to interfere in which of the numbered areas on the map above?

A I
Ⓑ II
C III
D IV

Students who achieved Level 350 seemed to have learned something about the social, cultural, religious, and regional diversity of the American people, and to have gained an understanding of national ideals and traditions such as equality, opportunity, and tolerance. This knowledge may help them to understand the controversies associated with current political, social, and economic issues.

Students performing at Level 350 appeared to be familiar with some of the classic texts of American history, enabling them to better comprehend the roots of various institutions in this country. Their knowledge of important political movements of the past is likely to help them recognize new ideas in contemporary debates and to reflect on the causes and directions of current political trends. Further, an awareness of the international context of American political and economic affairs may allow these students to place new events in context and evaluate their significance.

Summary

Almost all students, including those in grade 4, seemed to have a basic knowledge of our national symbols, holidays, and associated traditions, but far fewer displayed a more detailed knowledge of U.S. history. Only 16 percent of the fourth-grade students demonstrated a knowledge of history beyond what might be gained from everyday exposure to our national culture, although these performance results may not be surprising given the limited attention given to history in the primary grades. It is perplexing, however, that only two-thirds of the eighth graders displayed a knowledge of beginning historical information and a grasp of rudimentary interpretive skills. Because most eighth graders reported having at least some U.S. history instruction in grades 5 through 8, one might reasonably expect these students to be familiar with important historical figures and events.

Most students graduating from high school appeared to know the identities of some of the major figures who have shaped our nation's history, and to understand something about the chronology of important historical events and persons. However, the majority displayed considerable gaps in their understanding of the American past. For example, fewer than half the high-school seniors were familiar with the contents of the Constitution and the Bill of Rights — information vital to understanding the basis of civil rights and the tradition of liberty in this country.

CHAPTER TWO

U.S. History Proficiency for Demographic Subpopulations

ALTHOUGH THE NAEP data cannot establish cause and effect relationships between variables such as gender, race/ethnicity, and region of the country on the one hand and academic performance on the other, the assessment data do provide important clues as to the social, economic, home, and school conditions that may affect students' educational achievement. Numerous studies, including NAEP assessments in other curricular areas, have found noticeable differences in achievement between males and females, as well as among students of various racial/ethnic, regional, and other population subgroups. The NAEP U.S. history assessment is no exception. The differences in U.S. history proficiency detailed in this chapter provide an opportunity to further investigate some of the factors that appear to be related to students' academic performance.

It should be noted that the average proficiency results mask variations in performance among students in any given grade or subpopulation. Thus, for example, while White students performed better than Black students in the assessment on average, there are some White students among the least proficient in U.S. history and some Black students among the most proficient. Information on the distributions of performance for the nation and various subpopulations is provided in the Data Appendix.

Average U.S. History Proficiency by Gender, Race/Ethnicity, Size and Type of Community, and Region

Information on the average history proficiency of students across the nation and those belonging to subpopulations defined by gender, race/ethnicity, size and type of community, and region of the country are presented in TABLE 2.1.

TABLE 2.1

Average U.S. History Proficiency for the Nation and Demographic Subpopulations, 1988

THE NATION'S REPORT CARD

	AVERAGE PROFICIENCY		
	GRADE 4	GRADE 8	GRADE 12
NATION	220.6 (0.9)	263.9 (0.7)	295.0 (1.0)
GENDER			
Male	222.9 (1.2)	266.2 (1.0)	298.5 (1.3)
Female	218.2 (1.0)	261.6 (0.8)	291.8 (1.1)
RACE/ETHNICITY			
White	227.5 (1.0)	270.4 (0.8)	301.1 (1.2)
Black	199.5 (1.9)	246.0 (1.5)	274.4 (1.7)
Hispanic	202.7 (1.7)	244.3 (1.9)	273.9 (1.8)
SIZE AND TYPE OF COMMUNITY			
Advantaged Urban	236.9 (2.6)	275.9 (2.0)	307.8 (3.0)
Disadvantaged Urban	198.2 (2.2)	246.2 (2.1)	273.8 (3.2)
Rural	220.0 (2.6)	266.8 (3.4)	296.2 (3.8)
REGION			
Northeast	222.6 (2.2)	270.1 (1.5)	296.9 (2.5)
Southeast	215.5 (2.1)	258.0 (1.8)	289.2 (1.5)
Central	223.8 (1.5)	265.3 (1.7)	297.9 (1.8)
West	220.7 (1.9)	262.8 (1.5)	295.5 (1.7)

Standard errors are presented in parentheses. It can be said with 95 percent certainty that the average proficiency of each population of interest is within ± 2 standard errors of the estimated value. Note: More detailed information on these subpopulations can be found in the Procedural Appendix.

Students' average U.S. history proficiency appears to grow steadily across the grades. This pattern of improvement as students progress through school was consistent for each of the subpopulations studied.

Similar to the findings in several other subject areas assessed by NAEP, males tended to outperform females, and White students tended to outperform Black and Hispanic students.

Those attending schools in advantaged urban communities had average U.S. history proficiency that was considerably higher than that of students attending schools in disadvantaged communities or rural areas. Students in the Southeast performed slightly less well than their peers in other regions, on average.

Levels of U.S. History Proficiency by Gender, Race/Ethnicity, Size and Type of Community, and Region

Gender. There is a growing body of evidence that traditional sex roles affect school behavior and learning patterns. Males appeared to perform better than females on previous NAEP assessments in mathematics and science. In addition, in NAEP's 1986 assessment of high-school juniors' factual knowledge of U.S. history, there were large differences in the performance of males and females, with males correctly answering more of the assessment questions than females.[10] In the results from the 1988 U.S. history assessment, males outperformed females at all three grades, but the differences were not large. Similar patterns were found in the 1988 civics and geography assessment results, where twelfth-grade males performed better than their female peers.[11]

FIGURE 2.1 presents the percentages of males and females who performed at each of the four levels of proficiency on the NAEP history scale. The results indicate that the differences in performance between males and females were more pronounced at the higher levels on the scale, especially at grade 12. Ten percent more of the twelfth-grade males reached Level 300 than did the females (51 percent compared to 41 percent, respectively), and nearly twice as many males as females reached Level 350 (7 percent compared to 3 percent, respectively).

Nearly a third of the eighth and twelfth graders reported reading less than five pages each day, and their average U.S. history performance was lower than that of their classmates who reported a greater amount of daily reading.

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[10] Arthur N. Applebee, Judith A. Langer, and Ina V.S. Mullis, *Literature and U.S. History: The Instructional Experience and Factual Knowledge of High-School Juniors* (Princeton, N.J.: Educational Testing Service, National Assessment of Educational Progress, 1987).

[11] Russell Allen, Norman Bettis, Walter B. MacDonald, Ina V.S. Mullis, and Christopher Salter, *The Geography Learning of High-School Seniors* (Princeton, N.J.: Educational Testing Service, National Assessment of Educational Progress, 1990).
Lee Anderson, Lynn B. Jenkins, James Leming, Walter B. MacDonald, Ina V.S. Mullis, Mary Jane Turner, and Judith Worster, *The Civics Report Card, 1976-1988* (Princeton, N.J.: Educational Testing Service, National Assessment of Educational Progress, 1990).

FIGURE 2.1 | Levels of U.S. History Proficiency: Results by Gender, 1988

THE NATION'S REPORT CARD

Standard errors are presented in parentheses. Standard errors of less than 0.05 are rounded to 0.0. It can be said with 95 percent certainty that for each population of interest, the percentage of students at or above each level is within ± 2 standard errors of the estimated value.

Race/Ethnicity. The NAEP assessments in other subject areas have revealed considerable performance differences among students belonging to different racial/ethnic groups. The 1988 U.S. history assessment results reveal a similar pattern of disparities among the three groups analyzed separately by NAEP: White, Black, and Hispanic students. On average, White students tended to perform better in the assessment than Black and Hispanic students, while the latter two groups tended to perform comparably. At each grade, the average proficiency of White students was 24 to 28 scale points higher than that of minority students.

As shown in FIGURE 2.2, as early as grade 4, a large discrepancy existed between the performance of White students and that of their minority counterparts. Whereas 85 percent of the White fourth graders performed at or above the lowest proficiency level — demonstrating a familiarity with our nation's symbols, holidays, and traditions — only about half of the Black or Hispanic students did so.

The pattern of disparities that was evident at grade 4 continued at grades 8 and 12. About three-quarters of the White eighth graders attained Level 250 or better, compared to less than half of the Black or Hispanic students. Similarly, at grade 12, about one-half of the White students performed at or above Level 300, compared to less than one-quarter of their minority counterparts.

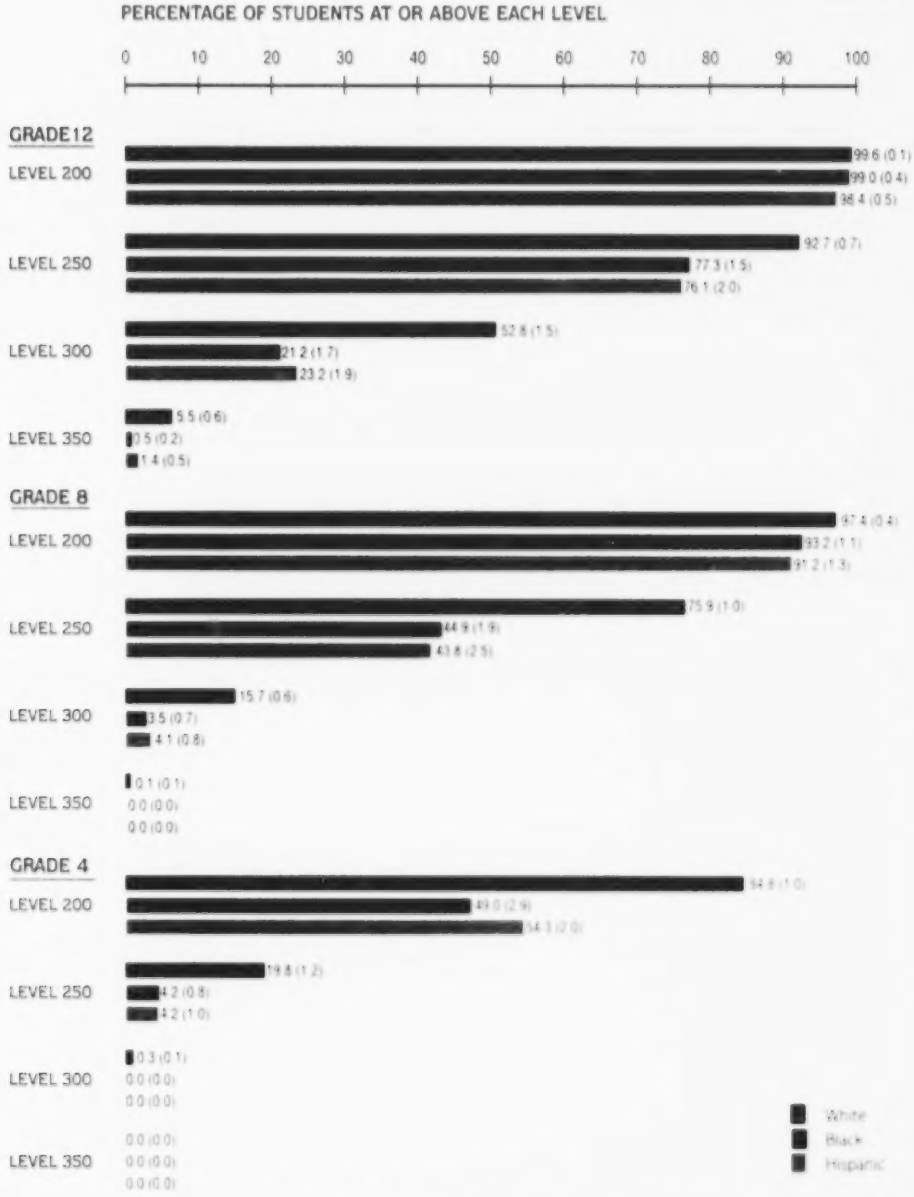
Size and Type of Community. When differences in educational achievement and opportunity are analyzed, students' socioeconomic status is a factor often considered. NAEP's information on the relationship between students' history proficiency and the types of communities in which they attend school presents an opportunity to explore the link between socioeconomic circumstances and educational performance.

FIGURE 2.3 depicts the levels of U.S. history proficiency achieved by students attending school in three community settings: advantaged urban communities, disadvantaged urban communities, and rural areas. (Definitions of these community types are provided in the Procedural Appendix.) As shown previously in Table 2.1, students attending school in advantaged urban communities tended to outperform students attending school in rural areas, who, in turn, tended to perform better than students attending school in disadvantaged urban communities.

Region. FIGURE 2.4 presents information on the levels of proficiency attained by students from each of the four regions of the country. As was evident in the average proficiency results, students in the Southeast tended to perform somewhat less well than students in the other regions, even at the lower performance levels. For example, 69 percent of the fourth graders from the Southeast performed at or above Level 200, compared with three-quarters or more of the fourth graders in the other three regions of the country. At the eighth-grade level, more than two-thirds of the students attending school in other regions attained Level 250, compared with 61 percent of the students in the Southeast. At grade 12, about 10 percent fewer students in the Southeast than students in the other three regions attained Level 300.

FIGURE 2.2 | Levels of U.S. History Proficiency: Results by Race/Ethnicity, 1988

THE NATION'S REPORT CARD

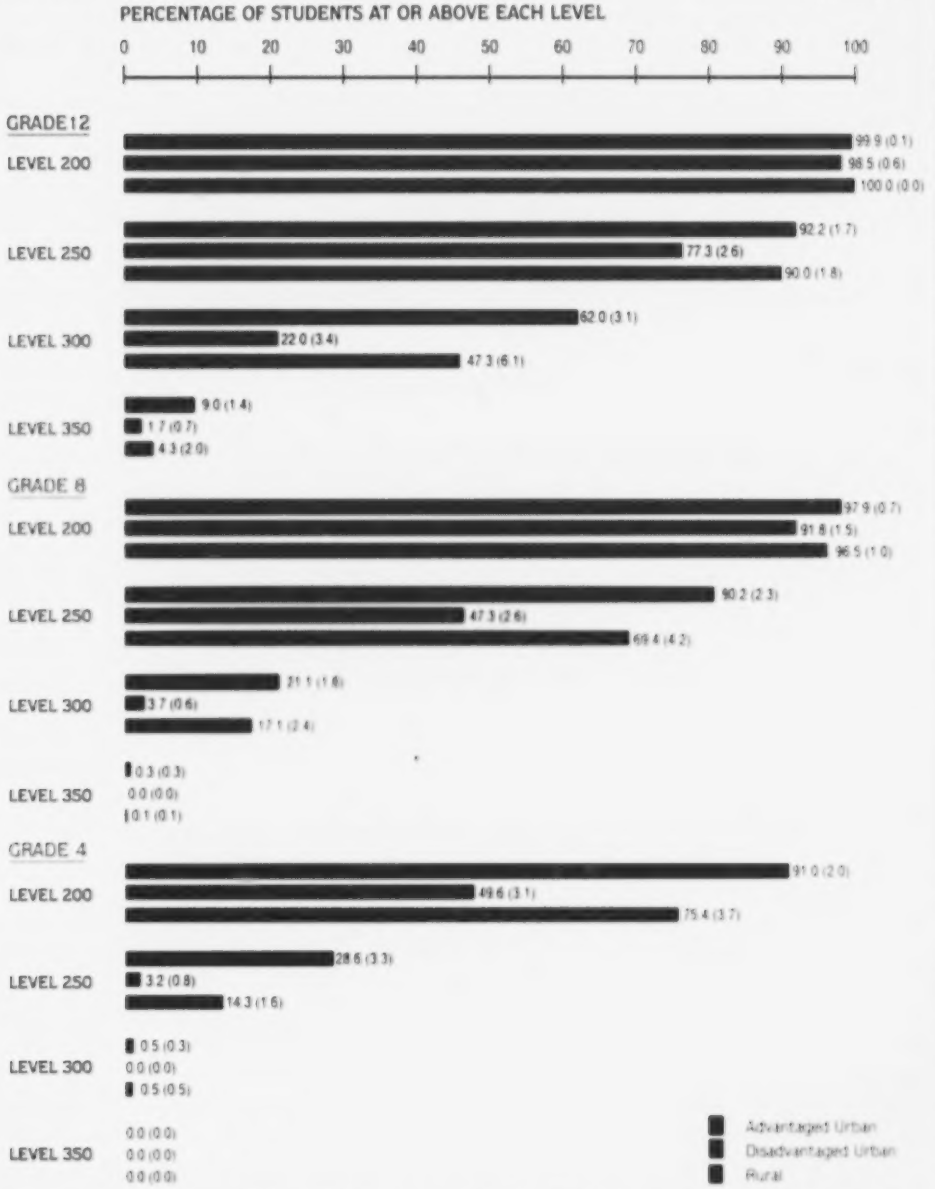


Standard errors are presented in parentheses. Standard errors of less than 0.05 are rounded to 0.0. It can be said with 95 percent certainty that for each population of interest, the percentage of students at or above each level is within ± 2 standard errors of the estimated value.

FIGURE 2.3

Levels of U.S. History Proficiency: Results by Size and Type of Community, 1988

THE NATION'S REPORT CARD



Standard errors are presented in parentheses. Standard errors of less than 0.05 are rounded to 0.0. It can be said with 95 percent certainty that for each population of interest, the percentage of students at or above each level is within ± 2 standard errors of the estimated value.

FIGURE 2.4 **Levels of U.S. History Proficiency: Results by Region, 1988**

THE NATION'S REPORT CARD

Standard errors are presented in parentheses. (Standard errors of less than 0.05 are rounded to 0.0.) It can be said with 95 percent certainty that for each population of interest, the percentage of students at or above each level is within ±2 of student errors of the estimated value.

Average U.S. History Proficiency by Home and School Background Factors

In addition to asking students to report their basic demographic characteristics, NAEP requested information on a variety of home background conditions that can play a role in educational achievement. These included questions about parents' educational levels, the number of parents living in the household, whether students' mothers worked, and the availability of reading materials at home. TABLE 2.2 presents students' responses to these questions and their average history proficiency.

At all three grades, students whose parents had attended college appeared to perform better in the 1988 NAEP U.S. history assessment than students whose parents either had not completed or had no education beyond high school. Students living with both parents performed somewhat better than students living with one parent, and both groups had considerably higher proficiency, on average, than students living apart from both parents. When the performance results are viewed according to whether or not students' mothers were working outside the home, it appears that achievement did not vary much. At all three

TABLE 2.2 **Average U.S. History Proficiency by the Characteristics of Students' Home Environment, 1988**

THE NATION'S REPORT CARD

	GRADE 4		GRADE 8		GRADE 12	
	PER CENT	AVERAGE PROFICIENCY	PER CENT	AVERAGE PROFICIENCY	PER CENT	AVERAGE PROFICIENCY
PARENTS' HIGHEST LEVEL OF EDUCATION						
Less than high school	5.1	202.7 (2.2)	8.0	244.9 (1.7)	8.1	274.2 (2.0)
Graduated high school	13.9	214.1 (1.3)	26.9	256.1 (1.2)	24.7	285.3 (1.1)
Some college	8.0	228.0 (2.4)	18.6	269.1 (1.1)	24.2	296.8 (1.1)
Graduated college	38.0	240.4 (1.5)	38.9	274.5 (0.9)	41.1	306.0 (1.6)
PARENTS LIVING AT HOME						
Both parents	80.3	223.1 (1.0)	77.1	269.1 (0.7)	76.5	298.9 (1.2)
One parent	16.7	212.2 (1.6)	20.1	255.1 (1.4)	18.8	280.1 (1.6)
Neither parent	3.0	202.0 (4.2)	2.7	248.3 (3.6)	4.7	279.2 (3.0)
MOTHER WORKING OUTSIDE THE HOME						
Full time			50.7	265.1 (0.8)	53.6	296.3 (0.9)
Part time			21.5	267.4 (1.1)	17.1	299.9 (1.8)
Not working			23.5	264.2 (1.2)	23.1	296.3 (2.0)
READING MATERIALS IN THE HOME						
0 to 2 types	27.1	207.7 (1.2)	19.6	246.6 (1.3)	12.6	278.0 (1.5)
3 types	35.2	220.2 (1.1)	29.5	267.3 (1.1)	25.1	293.1 (1.3)
4 types	37.1	233.1 (1.1)	51.0	279.6 (0.8)	62.1	302.0 (1.2)

Standard errors are presented in parentheses. It can be said with 95 percent certainty that the average proficiency of each population of interest is within ± 2 standard errors of the estimated value. "Parents' Highest Level of Education" is a composite variable, developed from students' responses to two questions on the level of education attained by each parent. The response percentages to this question and to "Mother Working Outside the Home" do not total 100 because some students reported that they did not live with their parents or did not know the information. "Reading Materials in the Home" is a composite variable, developed from students' responses to questions that asked whether they had newspapers, magazines, a dictionary, or an encyclopedia at home.

grades, students who had access to a greater number of reading and resource materials at home had higher average history proficiency than students with access to fewer materials.

Homework is considered to be a joint responsibility of schools, students, and parents, while television viewing habits are the responsibility of students and parents. NAEP asked students to provide information on their engagement in these activities, as time spent watching television may detract from time available for homework. TABLE 2.3 presents the percentages and proficiencies of students who reported spending different amounts of time doing homework and watching television.

Similar to the results in other subject areas assessed by NAEP, the average U.S. history performance of eighth and twelfth graders tended to increase with the amount of time spent on homework each day. At grade 4, however, this pattern was not consistent.

TABLE 2.3

Average U.S. History Proficiency by Time Spent on Homework and Television Viewing, 1988

THE NATION'S REPORT CARD

	GRADE 4		GRADE 8		GRADE 12	
	PERCENT	AVERAGE PROFICIENCY	PERCENT	AVERAGE PROFICIENCY	PERCENT	AVERAGE PROFICIENCY
TIME SPENT ON HOMEWORK EACH DAY						
None Assigned	16.9	223.6 (1.5)	5.3	253.4 (3.0)	8.8	280.7 (2.0)
Don't Do	3.9	209.0 (3.4)	6.3	247.2 (2.3)	9.3	291.6 (2.5)
1/2 Hour or Less	33.8	221.6 (1.2)	19.7	264.2 (1.5)	21.2	295.4 (1.1)
1 hour	27.8	223.2 (1.2)	41.8	265.7 (0.9)	31.7	295.6 (1.4)
More Than 1 Hour	17.7	214.6 (1.7)	—	—	—	—
2 Hours	—	—	19.0	267.9 (1.2)	18.8	299.4 (1.6)
More Than 2 Hours	—	—	7.9	267.2 (1.6)	10.1	302.4 (3.5)
PAGES READ EACH DAY IN SCHOOL AND FOR HOMEWORK						
5 Pages or Fewer	22.1	213.0 (1.5)	32.7	257.2 (1.0)	30.8	286.3 (1.2)
6 to 10 Pages	23.1	220.8 (1.4)	28.7	266.8 (1.0)	25.0	292.4 (1.3)
11 to 15 Pages	15.5	226.3 (1.4)	17.2	268.9 (1.4)	15.1	297.3 (1.5)
16 to 20 Pages	16.5	223.2 (1.7)	10.0	267.2 (1.8)	11.6	301.8 (1.5)
More Than 20 Pages	22.8	222.3 (1.6)	11.4	268.8 (1.6)	17.4	309.6 (2.7)
TIME SPENT VIEWING TELEVISION EACH DAY						
0 to 2 Hours	32.6	222.6 (1.3)	29.4	269.6 (1.6)	52.7	299.0 (1.8)
3 to 5 Hours	40.7	225.5 (1.2)	54.4	265.0 (1.3)	40.9	293.3 (1.5)
6 Hours or More	26.7	210.8 (1.3)	16.2	251.1 (1.6)	6.3	276.7 (1.9)

Standard errors are presented in parentheses. It can be said with 95 percent certainty that the average proficiency of each population of interest is within ± 2 standard errors of the estimated value. Note: The "—" symbol denotes a response option that was not available in the question given at this grade level.

High-school seniors' U.S. history achievement also appeared to increase with the number of pages reportedly read for school each day. Perhaps the most striking aspect of these data are the large percentages of students at grades 8 and 12 who reported doing small amounts of reading for school. Nearly a third of the eighth and twelfth graders reported reading less than five pages each day, and their average U.S. history performance was lower than that of their classmates who reported a greater amount of daily reading.

At the fourth-grade level, U.S. history achievement did not appear to vary with the amount of television viewed until the amount reached six hours per day or more. At grades 8 and 12, the more television viewed, the lower the students' average proficiency. Similar to the results at grade 4, however, the impact did not appear severe until the amount of viewing reached at least six hours daily. It is interesting to note that the amount of television reportedly watched by these students decreased across the grade levels.

In addition to asking students about their demographic characteristics and their home environment, NAEP gathered information from twelfth-grade students on the characteristics of the schools they attended and their plans after high school. TABLE 2.4 provides information on the relationship between these variables and U.S. history proficiency.

High-school seniors who reported that they were in an academic program performed substantially better in the assessment than those who said they were enrolled in general or vocational-technical programs. Similarly, students who planned to attend a four-year college after they graduated from high school outperformed those who planned to work or to attend a two-year college.

TABLE 2.4

Average U.S. History Proficiency at Grade 12 by the Characteristics of Students' School Programs and After-Graduation Plans, 1988

THE NATION'S REPORT CARD

	PERCENT	AVERAGE PROFICIENCY
TYPE OF SCHOOL PROGRAM		
Academic	58.5	307.1 (1.2)
General	33.2	279.8 (0.9)
Vocational-Technical	8.3	275.1 (2.2)
PLANS AFTER HIGH SCHOOL		
Four-year college, service academy, or university	54.6	308.8 (1.2)
Two-year college, or a vocational, technical, or business school	22.3	282.8 (1.5)
Full-time work	13.7	274.2 (1.7)

Standard errors are presented in parentheses. It can be said with 95 percent certainty that the average proficiency of each population of interest is within ±2 standard errors of the estimated value. Note: The response percentages for students' plans after high school do not total 100 because some students reported "other" plans.

Summary

The differences in U.S. history proficiency among various demographic subgroups echo the disparities in performance seen in numerous other studies, with students from disadvantaged backgrounds typically performing less well than students from more advantaged environments.

A small but consistent advantage in U.S. history proficiency was shown by males at all three grade levels. Given similar findings among twelfth-grade students in the NAEP civics and geography assessments, it appears that the persistent gender gap previously observed in mathematics and science may also be present in the social sciences.

More serious are the large differences in U.S. history proficiency between White and minority students. Only about half of the Black and Hispanic fourth-grade students seemed to be familiar with the most basic symbols and traditions of our country (associated with Level 200 performance), compared with 85 percent of the White students. And just 21 to 23 percent of these minority students — compared with 53 percent of the White students — appeared to be graduating from high school with a grasp of the types of basic historical understandings associated with Level 300 performance.

In general, students attending schools in advantaged communities outperformed their counterparts attending rural schools, who outperformed students attending schools in disadvantaged communities. High-school students enrolled in general and vocational-technical high-school programs performed less well in the 1988 history assessment than did students in academic high-school programs, and those who planned to work or attend a two-year college after they graduated performed less well than their counterparts who planned to go to a four-year college.

The association between home background factors and students' U.S. history proficiency was also studied, and the results were much the same as for other curriculum areas reported by NAEP. For example, students who said they lived with both parents, whose parents had attended college, and who reported having access to a variety of reading materials at home outperformed their counterparts from less advantaged homes.

Knowledge of major political, social, and economic phenomena in our nation's past is likely to affect the extent to which one can understand and participate in the events of the present. Accordingly, the weak U.S. history proficiency shown by minority students, students in disadvantaged communities, and those in non-academically oriented high-school programs may pose additional challenges to these students in the years ahead.

Students' Understanding of Dimensions of the American Past

PART II OF NAEP's Report Card on U.S. history achievement presents detailed information about fourth-, eighth-, and twelfth-grade students' performance in particular areas relevant to the study of history, as outlined in the objectives framework for the assessment. It also presents trend results for eleventh-grade students in these areas from 1986 to 1988.

Objective One for NAEP's 1988 U.S. history assessment stressed that students should have a grasp of the chronology of events, persons, and documents most influential within particular historical periods. Although the "facts" of history — isolated events, dates, persons, and documents — do not in and of themselves constitute history, students cannot construct meaning from the narrative of history unless they know how to deal with facts and the nature of evidence. Chapter Three discusses students' knowledge of historical events, persons, and documents, and their understanding of these for eight different time periods, ranging from early exploration of the North American continent to the present era.

Objective Two emphasized that students should have a sense of American political, social, and economic life within each chronological period and how these interact and change across time. Accordingly, Chapter Four discusses students' understanding of the political, economic, and social patterns and developments

that form the backdrop against which events happen, decisions are made, and actions are taken. Their knowledge of how these contexts differed across time periods is also discussed.

Although the 1988 U.S. history assessment was the first conducted by NAEP at grades 4, 8, and 12, it evolved from a 1986 study of high-school juniors' and 17-year-olds' factual knowledge of U.S. history. Nearly 8,000 eleventh graders participated in the 1986 assessment, conducted by the Educational Excellence Network and The Nation's Report Card with support from the National Endowment for the Humanities (NEH). That study was part of the NEH Foundations of Literacy project directed by Diane Ravitch and Chester Finn, Jr.

In 1988, NAEP carried out both a large-scale U.S. history assessment involving some 16,000 fourth, eighth, and twelfth graders and a second, smaller trend assessment of eleventh graders, which replicated most (approximately three-quarters) of the 1986 assessment. A total of 105 questions on U.S. history facts were given to a nationally representative sample of approximately 2,300 eleventh graders to compare their knowledge with that of eleventh graders who were given the same assessment questions in 1986. The questions were categorized according to the chronological and contextual dimensions previously described, and are discussed in Chapters Three and Four to augment the results of the main assessment.

CHAPTER THREE

Students' Knowledge of the Chronology of Events, Persons, and Documents

A PRIMARY OBJECTIVE of NAEP's 1988 U.S. history assessment was to measure students' knowledge of the significant events, persons, and documents that have shaped our nation's history, and their understanding of when they occurred in the major chronological time periods of our past. This chapter presents results for the U.S. history items as classified from both perspectives — by events, persons, and documents, as well as by the eight historical periods specified in the objectives.

In questions on the chronology of events, students were asked to associate events with dates or to put events in their proper sequence in time. For example, students were asked to identify the date when Jamestown was founded and to note which came first, the Civil War or the California Gold Rush. Questions about persons included identifying people who have had a role in setting the course of our nation's history and the nature of their contributions. The people about whom students were asked represented diverse aspects of American historical life; they included George Washington, Alexander Hamilton, Samuel Gompers, Andrew Carnegie, Thomas Edison, Eleanor Roosevelt, Richard Nixon, and Rosa Parks. In the questions on documents, students were asked to identify particular texts that are significant to the American past or to recognize or interpret the contents of those texts. For example, students were asked to identify quotes from the Declaration of Independence and to recognize why the Bill of Rights was added to the Constitution.

Although the conceptual schemes used by historians tend to rely on the type of history being studied, time is a distinguishing feature of history, and many historical accounts are organized into

different time periods. The time classification most frequently used in United States history textbooks is based largely on the major political events that shaped the direction of the national government, and this was the approach taken by the historians and history educators who developed the 1988 NAEP U.S. history assessment objectives. The eight historical periods represented in the assessment are described in FIGURE 3.1.

FIGURE 3.1 | Historical Periods

THE NATION'S REPORT CARD

I. **Exploration and Colonization, up to 1763:** This period includes the geographic context of the United States, the first Americans, European exploration, and colonial development.

II. **The Revolutionary Era, the Constitution, and the New Republic, 1763 - 1815:** This period includes the crisis in the colonies leading to independence, the Constitution and the Bill of Rights, and the establishment of the new nation.

III. **Economic and Social Development of the Antebellum Republic, 1790 - 1861:** Economic expansion and industrialization, political development and intellectual and cultural life in the republic, the new west, and the problem of slavery are included in this period.

IV **Crisis of the Union: Origins of the War, the War, and Reconstruction, 1850 - 1877:** This period includes "Manifest Destiny" and expansionism, the emerging conflict between the North and South, the Civil War and Reconstruction, and Constitutional transformation.

V **The Rise of Modern America and World War I, 1877 - 1920:** Economic expansion, political movements, civil rights and the Constitution, American overseas expansion and empire, and World War I are the major topics included in this period.

VI. **The United States, 1920 - 1941:** This period includes the 1920s, the Great Depression, and the New Deal.

VII. **World War II and the Postwar Era, 1931 - 1968:** World War II, the Cold War era, political and Constitutional change, and economic, social, and political developments after 1945 are included in this period.

VIII. **Modern Post-Industrial Era, 1968 to the Present:** This period includes post-1968 political change, international policies and forces, technological and economic change, and social and cultural change.

Changes Across the Grades in Students' Knowledge of Historical Chronology

The following sections describe fourth-, eighth-, and twelfth-grade students' grasp of the chronology of U.S. history. Because performance expectations increase as students progress through school, the difficulty of the material covered by the total pool of assessment questions administered to each grade level also increased for each successive grade. Thus, while an analysis of the complete set of questions at each grade provides a picture of achievement on material deemed appropriate for that grade level, an analysis of student performance on the subsets of questions that overlapped grades presents a picture of whether or not students are becoming more proficient with the same material as they move through school. Therefore, the tables provide information on the average percentages of students who gave correct responses to all the items in a particular area that were given at each grade, as well as to only those items that were given at more than one grade.[12]

Chronology of Events, Persons, and Documents

TABLE 3.1 shows the average percentage of students who responded correctly to the 1988 U.S. history assessment questions on the chronology of events, persons, and documents.[13]

For all three categories of questions, the average percentage of students who responded correctly to the set of common items increased across the grades. In other words, when performance is compared on identical sets of items, eighth graders did better than fourth graders, and twelfth graders did better than eighth graders — as would be expected.

Chronology of Events. Although fourth graders were asked few questions about the chronology of events, they seemed to have difficulty with all of these except one that asked about George Washington (80 percent). Most eighth graders correctly answered a question about the time period of the space shuttle (88 percent) and another about the time period of the Declaration of Independence (75 percent). Students at grade 8 had the most difficulty placing the Cold War, the temperance and suffrage movements, the League of Nations, unions, labor legislation, and the growth of statehood into the appropriate chronological contexts. Fewer than 40 percent were able to either identify the dates or periods of these events or establish their correct chronological relationships to other historical events.

Most twelfth graders were able to associate Watergate with the Nixon presidency (88 percent), but fewer eighth graders could do so (62 percent). Students at grade 12 were also more likely to know about the time of the Great Depression (75 percent) than were eighth graders (53 percent). About 80 percent of the twelfth graders knew the atomic bomb was dropped in World War II. However, like the eighth graders, they had relatively little idea about when Congress passed labor legislation (44 percent). Two other questions that gave twelfth graders particular difficulty had to do with

[12] The Data Appendix provides more detailed information on the performance of various subgroups in these dimensions of history.

[13] The average percentage correct figures were calculated as follows. The items were classified into three categories: items on chronology, items on persons, and items on documents. Within each category, the percentages of students who responded correctly to each item were summed and then divided by the number of items in the category.

TABLE 3.1 **Average Percentage of Students Responding Correctly to Items on Chronology of Events, Persons, and Documents, 1988**

THE NATION'S REPORT CARD

	AVERAGE PERCENTAGE CORRECT		
	GRADE 4	GRADE 8	GRADE 12
CHRONOLOGY OF EVENTS			
All items given at a grade	55.2 (0.8) [4 items]	54.6 (0.4) [28 items]	60.3 (0.7) [25 items]
Items given at grades:			
8 and 12 [17 items]	—	45.2 (0.4)	62.3 (0.7)
PERSONS			
All items given at a grade	52.4 (0.7) [12 items]	58.3 (0.4) [35 items]	59.5 (0.7) [29 items]
Items given at grades:			
4 and 8 [12 items]	52.4 (0.7)	78.2 (0.6)	—
8 and 12 [15 items]	—	47.8 (0.5)	65.5 (0.8)
DOCUMENTS			
All items given at a grade	41.2 (1.6) [1 item]	50.3 (0.4) [18 items]	55.0 (0.7) [28 items]
Items given at grades:			
8 and 12 [13 items]	—	47.4 (0.3)	58.8 (0.7)
Total Assessment	**61.1 (0.6)** [45 items]	**60.2 (0.4)** [161 items]	**60.3 (0.6)** [161 items]

Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each set of items of interest, the average percentage of students who gave correct responses is within ± 2 standard errors of the estimated value.

events in the decade after the Civil War (43 percent) and the relationship between the Herbert Hoover and Franklin D. Roosevelt presidencies (43 percent).

Persons. On the questions referring to historical figures, fourth graders had the most difficulty identifying Adolf Hitler (36 percent) and Thomas Jefferson (40 percent). Although 73 percent could associate Henry Ford with the automobile assembly line, less than two-thirds correctly answered other questions about famous people, including Abraham Lincoln, Betsy Ross, Daniel Boone, and Paul Revere.

Students at both grades 8 and 12 had trouble identifying the "muckrakers" Steffens, Tarbell, and Sinclair (22 and 44 percent, respectively), and only 39 percent of the eighth graders recognized Sandra Day O'Connor, compared to 66 percent of the twelfth graders; only 34 percent of the eighth graders associated Franklin D. Roosevelt with the New Deal, compared to 77 percent of the twelfth graders; while 58 and 83 percent, respectively, recognized the contribution of Rosa Parks.

More than 80 percent of the high-school seniors recognized the contributions of Harriet Tubman, Alexander Graham Bell, and Thomas Edison — historical figures who tend to reappear in students' textbooks from grade to grade. But less than half identified the roles of John Brown,

Jane Addams, Samuel Gompers, Lyndon Johnson, Betty Friedan, and Gloria Steinem — figures who students are likely to study in high school.

Documents. Students appeared to have the most difficulty with questions about documents. In particular, it is interesting to note that twelfth graders did not outperform eighth graders to the extent they did in the other two categories.

Fourth graders were only asked one document question, about the purpose of the Declaration of Independence, and 41 percent answered it correctly. Eighth and twelfth graders alike were most successful on an item about the 19th amendment (86 and 93 percent, respectively) and many responded correctly to a question about the purpose of the Declaration of Independence (71 and 78 percent, respectively). Three-quarters of the eighth-grade students correctly attributed the "I Have a Dream . . ." quote to Martin Luther King, Jr.

About half the eighth graders responded correctly to questions concerning the First Amendment, the Preamble to the Constitution, the Articles of Confederation, and the reason for the Bill of Rights. Approximately half the twelfth graders recognized the policies established by the Monroe Doctrine and the basic content of George Washington's Farewell Address. On the other hand, only about one-third of either the eighth or the twelfth graders recognized a quote from the Declaration of Independence or were familiar with the contents of the Emancipation Proclamation. Eighth and twelfth graders' performance varied greatly on three questions concerning major court decisions — *Plessy* v. *Ferguson* (38 and 64 percent, respectively), the Scopes Trial (28 and 42 percent), and *Brown* v. *Board of Education* (59 and 74 percent).

As discussed in Part III of this report, students indicated that they spent very little classroom time working with source materials external to their texts, and their performance on the document questions appears to reflect this picture of instruction.

Historical Time Periods

TABLE 3.2 presents the average percentages of students who gave correct responses to questions on the eight time periods defined in the objectives for the 1988 NAEP U.S. history assessment.

There were only two time periods for which enough items overlapped at grades 4 and 8 to enable comparisons.[14] However, as with the results for questions about the chronology of events, persons, and documents, eighth graders appeared to be more successful than fourth graders when their performance on a common set of questions was compared. Also, twelfth graders outperformed eighth graders across all the time periods by considerable margins (from about 10 to 20 percentage points).

Exploration and Colonization, up to 1763. Both fourth and eighth graders did well on questions asking them to

[14]The fourth grade assessment included fewer questions on the more recent time periods because the elementary social studies curriculum does not tend to address them.

TABLE 3.2

Average Percentage of Students Responding Correctly to Items on Historical Periods, 1988

THE NATION'S REPORT CARD

	AVERAGE PERCENTAGE CORRECT		
	GRADE 4	GRADE 8	GRADE 12
EXPLORATION AND COLONIZATION, UP TO 1763			
All items given at a grade	70.2 (0.7) [14 items]	75.8 (0.5) [26 items]	64.6 (0.6) [17 items]
Items given at grades:			
4 and 8 [14 items]	70.2 (0.7)	85.8 (0.5)	—
8 and 12 [6 items]	—	55.9 (0.6)	71.3 (0.6)
THE REVOLUTIONARY ERA, THE CONSTITUTION, AND THE NEW REPUBLIC, 1763 TO 1815			
All items given at a grade	54.3 (0.7) [13 items]	61.0 (0.5) [33 items]	58.8 (0.7) [26 items]
Items given at grades:			
4 and 8 [13 items]	54.3 (0.7)	75.1 (0.6)	—
8 and 12 [15 items]	—	51.0 (0.5)	62.9 (0.7)
ECONOMIC AND SOCIAL DEVELOPMENT OF THE ANTEBELLUM REPUBLIC, 1790 - 1861			
All items given at a grade	56.5 (0.7) [4 items]	64.1 (0.4) [17 items]	62.6 (0.7) [18 items]
Items given at grades:			
8 and 12 [8 items]	—	60.4 (0.5)	71.4 (0.7)
CRISIS OF THE UNION: ORIGINS OF THE WAR, THE WAR, AND RECONSTRUCTION, 1850 - 1877			
All items given at a grade	63.5 (0.7) [4 items]	59.7 (0.5) [20 items]	61.2 (0.6) [23 items]
Items given at grades:			
8 and 12 [12 items]	—	55.7 (0.6)	68.8 (0.7)
THE RISE OF MODERN AMERICA AND WORLD WAR I, 1877-1920			
All items given at a grade	60.1 (0.8) [4 items]	50.7 (0.4) [23 items]	57.1 (0.7) [28 items]
Items given at grades:			
8 and 12 [14 items]	—	37.5 (0.4)	54.6 (0.8)
THE UNITED STATES, 1920 - 1941			
All items given at a grade	46.4 (1.1) [2 items]	51.7 (0.5) [12 items]	59.2 (0.7) [14 items]
Items given at grades:			
8 and 12 [7 items]	—	42.6 (0.5)	62.9 (0.6)
WORLD WAR II AND THE POSTWAR ERA, 1931 - 1968			
All items given at a grade	62.2 (0.9) [2 items]	54.8 (0.4) [16 items]	59.6 (0.7) [19 items]
Items given at grades:			
8 and 12 [9 items]	—	46.9 (0.5)	61.3 (0.8)
THE MODERN POST-INDUSTRIAL ERA, 1968 TO THE PRESENT			
All items given at a grade	61.3 (0.9) [2 items]	54.7 (0.5) [14 items]	61.7 (0.6) [16 items]
Items given at grades:			
8 and 12 [9 items]	—	50.2 (0.6)	68.4 (0.6)
Total Assessment	61.1 (0.6) [45 items]	60.2 (0.4) [161 items]	60.3 (0.6) [161 items]

Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each set of items of interest, the average percentage of students who gave correct responses is within ±2 standard errors of the estimated value.

identify the Mayflower (over 90 percent at each grade) and to recognize various other aspects of the Pilgrims' experiences (over 70 percent and over 80 percent, respectively). Fourth graders had the most difficulty with two questions about Columbus—one on the purpose of his voyage (36 percent) and the other on the names of his ships (56 percent). At grade 8, about two-thirds of the students correctly identified when Jamestown was founded, 55 percent seemed to know why the Stamp Act was created, and 40 percent were familiar with the French exploration of Canada. Twelfth graders were more likely to answer the latter two questions correctly (70 and 56 percent, respectively). Students at both grade levels apparently had difficulty with a question about the origins of the American Indians in North America (less than 60 percent responded correctly at grade 12).

To collect additional information about students' understanding of exploration and colonization, eighth-grade students were given 15 minutes to write about why people came to America during this period and what they expected to find. The guidelines used to evaluate students' written responses are presented in TABLE 3.3, with the percentage who received each possible score.

TABLE 3.3 Evaluation of Eighth-Grade Students' Written Responses to a Question on Why Explorers and Colonists Came to America

THE NATION'S REPORT CARD

SCORE	DESCRIPTION	PERCENTAGE OF STUDENTS
1	Does not answer question correctly or reiterates question.	5.0
2	Gives only one correct reason, repeating the same point or including incorrect or insignificant reasons.	19.0
3	Gives list without any explanation or gives one reason with an explanation. No significant errors.	59.1
4	Gives at least two reasons with explanations. Response is developed. May also give lengthy list with an explanation of at least one item. These reasons may include: freedom of religion; desire to spread culture and religion; wealth, such as silver, gold, and furs; escape from tyranny; looking for new opportunities, better life, search for new sea routes; adventure or glory; land ownership; acquisition of territory; and escape from poverty or prison.	12.2
5	Differentiates between explorers and settlers or between different groups of settlers. Gives several reasons backed by appropriate examples of some specific information. When making the differentiation, may note that explorers from certain countries came for particular reasons.	4.6

Only 17 percent of the eighth graders provided responses that received the highest ratings of 4 or 5. As illustrated below, even these responses did not tend to be elaborated and often contained grammatical, spelling, and punctuation errors.[1] However, they did explain why people were interested in coming to America.

Some of these people came over for gold silver, and to grow tobacco for England. Others came over to be free to do what they wanted to do. Then others came over to explore for England. But still others came over to trap and sell furs to England to make some money but I would say most people came over to be free from the king Many were sent over to America because England wanted to get rid of them because they were in prison in the Pilgrams place they came over to get away from England for their own beliefs that they could have freedom of speach freedom of religions and be friends with the Indians and set up trade.

These explorers cam to America to get away from the world they were living in. Some came because it was adventurous. Others came because they wanted jobs and still others came to have religious freedom. They wanted to live there own lives, worship the way they wanted, and most important be free.

Some thought there would be no troubles and were disappointed. Many came because they would get rich off of the gold and not have the King to tell them what to do with their money. All in all they wanted independance, gold, jobs, or adventure But There were some that were looking for a rout to asia and ran on to the new world by accident.

The Seperatist came over to America because of Religous Freedom. They hoped to find a place where the could settle. And be free of British Rule.

The London Company came over to America not only to colonize but to also make money. They hoped to find gold like the Spanish had found in Central & South America.

Frenchmen came over to America for a reason similar to that of the English but they were going to do it a different way. The French were going to make their money by trapping and fur trading. These are only a few reasons these people came over to America.

[1] The sample responses presented were directly transcribed from students' papers. Errors have not been corrected.

Fifty-nine percent of the eighth graders wrote rather brief responses that included several reasons for coming to the New World. Popular reasons given included the explorers' search for gold and the colonists' desire for religious freedom. Examples of papers receiving a 3 rating are shown below.

> *When other people came some were looking for gold so they could be rich, some were looking for freedom from there leaders who weren't good leaders, some came to get away from war, some could have come for just food and clothing.*

> *People came to America to live because it was a free country and they wanted to be free men. They came to America in hope to find gold and trade because they needed money and supplies. They were hoping to find people to trade goods with them and so that they could have a better life and also because they wanted to be free and live in a free country.*

> *Columbus and the other people were looking for vaubles, looking for different people to meet. To find natural rescorces like food shelter and clothing. They thought the world was flat and found it was round. They wanted to studie and analized there discorives to name the place they discorved and to make good use of it. As building towns, planting crops and etc. Look for gold and any other treasures they could find and bring it back where they came from and start all over again.*

Approximately one-fifth of the students in grade 8 supplied only one reason for exploring or settling in America. The following responses are characteristic of these papers, which were given a 2 rating.

> *They wanted to come live here for peace and they wanted to come here because it was a new place. When Columbas, Carter, and Hudsen came they didn't know that it was America.*

> *Because their area was to crowed. Their were no jobs for them. They hope to find freedom.*

> *Because they wanted to find many different ideas & things about America. Columbus for example wanted to find a Northwest Passage to the Orient. Several times he tried but he never found it. The times he thought he had found it, it never was.*

Although 93 percent of the eighth graders provided at least one reason why either the explorers or colonists came to America, the brevity of most of their responses is quite striking. As described in Part III of this report, 40 percent of the students at grade 8 reported that they had studied exploration "a lot" and 46 percent reported "a lot" of study about Colonial America. Why, then, could only 17 percent of the eighth graders provide two or more elaborated reasons why the explorers or colonists came to America? It may be as much a matter of writing habits as inadequate knowledge. As described in the final chapter of the report, students at grades 8 and 12 reported that tests, quizzes, and short answers to questions were frequent activities in their U.S. history instruction. Thus, it may be that students were quite used to providing small pieces of information, as reflected in the responses rated 2 and 3, but were much less accustomed to writing extended thoughts.

The Revolutionary Era, the Constitution, and the New Republic, 1763 to 1815. With the exception of a question about George Washington on which they performed well, fourth-grade students appeared less familiar with events in this time period than in the previous time period. For example, only about half could identify the contributions of Benjamin Franklin or Betsy Ross and fewer than half correctly answered two questions about the Declaration of Independence.

Eighth-grade students also had slightly more difficulty with questions on this time period than with questions on exploration and colonization. For example, only about half correctly answered questions about the Articles of Confederation, the Louisiana Purchase, and the Preamble to the Constitution.

Twelfth-grade students did best on items that asked about the circumstances of the Boston Tea Party (82 percent) and the location of the famous witch trials in Salem (81 percent), and more than 70 percent correctly answered questions about the Declaration of Independence. However, only about half recognized Patrick Henry's famous quote or the import of Washington's Farewell Address, and even fewer seemed familiar with Paine's *Common Sense* (39 percent).

Economic and Social Development of the Antebellum Republic, 1790 to 1861. Fourth-grade students seemed to have difficulty with the few questions they were asked about this time period. For example, only about one-third appeared to be familiar with the Industrial Revolution.

At grades 8 and 12, there were wide disparities in performance on items about the economic and social development of the Antebellum Republic. For example, eighth graders appeared to know about the California Gold Rush (84 percent), but not about mass production (28 percent) or Brigham Young (38 percent). Twelfth graders appeared to know that cotton was important to the South (78 percent) and about the struggle for independence in Texas (86 percent), but not about nullification (36 percent), the Seneca Falls convention (27 percent), or the War of 1812 (46 percent).

Crisis of the Union: Origins of the War, the War, and Reconstruction, 1850 to 1877. Although fourth-grade students were only asked a handful of questions about the Civil War era, the results suggest that their acquaintance with this time period is generally confined to Abraham Lincoln and the issue of slavery (50 to 60 percent gave correct responses to questions on these topics).

Although they displayed a greater familiarity with Lincoln and the slavery issue, eighth and twelfth graders also seemed to have difficulty with questions on the Civil War era. For example, fewer than half of the eighth graders demonstrated knowledge of secession or the significance of the Mason-Dixon Line, just one-third recognized the purpose of the Emancipation Proclamation, and only one-fourth correctly identified the primary reason for the Civil War. At grade 12, about three-fourths of the students correctly identified Susan B. Anthony, but less than two-thirds indicated they knew about secession, the Mason-Dixon Line, Manifest Destiny, or the placement of American Indians on reservations. Only 20 percent of the high-school seniors appeared to be familiar with Reconstruction, a finding that is supported by their reports of the topics they said they studied in history. As described in Part III, this topic appears to receive limited emphasis.

The Rise of Modern America and World War I, 1877 to 1920. Most students appeared to be minimally familiar with the historical periods between the Civil War and the modern era, but they displayed a particularly weak understanding of the events that helped shape our country as we know it today.

Fourth graders were asked two questions about recent inventors — Henry Ford (73 percent) and Thomas Edison (61 percent) — and one about the Statue of Liberty (45 percent). Although most eighth graders correctly answered the two questions about inventors that were also asked of fourth graders (88 and 76 percent, respectively), they had difficulty with questions on muckrakers (22 percent), the Spanish-American War (22 percent), and the temperance and suffrage movements (29 percent), and on two questions about World War I (24 and 26 percent).

Fewer than half the twelfth-grade students demonstrated familiarity with the historical roles played by Samuel Gompers, Andrew Carnegie, Jane Addams, and Booker T. Washington. As discussed in the next chapter, this conveys a limited familiarity with the social and economic activity associated with the rise of modern America. Less than half of the high-school seniors seemed aware of the major political events during this time period — in particular, the Spanish-American War (35 percent), two questions about World War I (41 and 31 percent), and the League of Nations (46 percent).

The United States, 1920 to 1941. With two exceptions — on items about Social Security legislation (80 percent) and Franklin D. Roosevelt (65 percent) — the performance of students at grade 8 for this time period hovered at or below 50 percent correct. For example, about half the students were acquainted with the Great Depression and 41 percent knew about the stock market crash of 1929. On three questions about New Deal leg-

islation, performance ranged from 28 to 41 percent correct.

At grade 12, most students seemed to be familiar with Social Security legislation and about three-fourths with the Great Depression and Prohibition. Their performance on four questions about New Deal legislation varied widely, however, ranging from 43 to 75 percent correct.

World War II and the Postwar Era, 1931 to 1968. Fourth-grade students were only asked two questions about World War II. They did well on one pertaining to the United Nations (88 percent) but not nearly as well on the other, concerning the role of Adolf Hitler during World War II (36 percent). Only about one-quarter of the students at grade 8 correctly answered questions on Lyndon B. Johnson, the Cold War, and American-Soviet detente. Somewhat more than half seemed to be familiar with Rosa Parks and *Brown* v. *Board of Education*, while somewhat less than half seemed to know about the United States' relationship with Britain during World War II or the United States' concern with the spread of communism after the war.

Twelfth graders did best on the Rosa Parks question (83 percent), followed by questions on the atomic bomb (80 percent) and Pearl Harbor (79 percent). They were least successful on questions about the Marshall Plan (30 percent), the Great Society (22 percent), and American-Soviet detente (29 percent).

Modern Post-Industrial Era: 1968 to the Present. Eighth graders' performance on questions about the present era ran the gamut from relatively weak to fairly strong. Thirty percent responded correctly to a question about the illegality of Watergate, 39 percent indicated they knew of Sandra Day O'Connor, 62 percent seemed to be familiar with the income tax, and 88 percent knew about the space shuttle program. Fourth graders also seemed to do relatively well on two questions about the space program (66 and 57 percent, respectively).

High-school seniors appeared familiar with Watergate, as most correctly answered two questions on this topic (78 and 88 percent). However, they seemed less familiar with Richard Nixon's role in establishing ties with China (34 and 56 percent gave correct responses to two questions). Their ability to recognize leaders in the women's movement also seemed to be quite limited, as only one-fourth recognized the names of Gloria Steinem or Betty Friedan.

Trends in Eleventh-Grade Students' Knowledge of Historical Events, Persons, Documents, and Periods: 1986 to 1988

To provide some information about trends in U.S. history performance, NAEP conducted a study measuring changes in eleventh-grade students' factual knowledge of history from 1986 to 1988. A subset of the history questions given to high-school juniors in 1986 as part of the National Endowment for the Humanities' Foundations of Literacy project was readministered at grade 11 in 1988. In order to detect the extent to which eleventh graders' knowledge of various dimensions of U.S. history changed across the two-year period, the trend questions

were classified according to the dimensions previously discussed and the trend results analyzed accordingly.

TABLES 3.4 and 3.5 present trends in eleventh graders' knowledge of the chronology of events, persons, and documents, as well as of the eight historical periods. The comparisons of results between 1986 and 1988 are based on the average percentage of students who correctly answered the items in each category.

There were no significant changes in eleventh graders' performance on the items measuring knowledge of the chronology of documents, persons, and events. However, some improvements were evident in the results for the various time periods. There was a significant increase from 1986 to 1988 in the percentage of students who gave correct responses to questions on two historical periods — exploration and colonization, and the rise of modern America and World War I.

TABLE 3.4

Average Percentage of Eleventh-Grade Students Responding Correctly to Items on Chronology of Events, Persons, and Documents, 1986 and 1988

THE NATION'S REPORT CARD

CATEGORY		AVERAGE PERCENTAGE CORRECT 1986	1988
CHRONOLOGY OF EVENTS	[29 items]	52.4 (0.7)	52.6 (0.6)
PERSONS	[22 items]	60.1 (0.6)	61.1 (0.6)
DOCUMENTS	[12 items]	53.0 (0.7)	54.6 (0.6)
Total Assessment	[105 items]	55.0 (0.6)	55.7 (0.5)

Note: No significant differences between years at the .05 level. Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each set of items of interest, the average percentage of students who gave correct responses is within ± 2 standard errors of the estimated value. The number of items does not total 105 because some items were not classified in these categories.

TABLE 3.5

Average Percentage of Eleventh-Grade Students Responding Correctly to Items on Historical Periods, 1986 and 1988

THE NATION'S REPORT CARD

HISTORICAL PERIOD		AVERAGE PERCENTAGE CORRECT 1986	1988
EXPLORATION AND COLONIZATION, UP TO 1763	[11 items]	49.0 (0.7)	51.6 (0.9)*
THE REVOLUTIONARY ERA, THE CONSTITUTION, AND THE NEW REPUBLIC, 1763 - 1815	[18 items]	59.4 (0.6)	59.6 (0.5)
ECONOMIC AND SOCIAL DEVELOPMENT OF THE ANTEBELLUM REPUBLIC, 1790 - 1861	[6 items]	54.9 (0.8)	54.5 (0.6)
CRISIS OF THE UNION: ORIGINS OF THE WAR, THE WAR, AND RECONSTRUCTION, 1850 - 1877	[11 items]	53.8 (0.7)	54.3 (0.6)
THE RISE OF MODERN AMERICA AND WORLD WAR I, 1877 - 1920	[19 items]	50.8 (0.8)	53.2 (0.7)*
THE UNITED STATES, 1920 - 1941	[13 items]	49.4 (1.0)	50.5 (0.8)
WORLD WAR II AND THE POSTWAR ERA, 1931 - 1968	[23 items]	58.7 (0.8)	58.4 (0.7)
MODERN POST-INDUSTRIAL ERA, 1968 TO THE PRESENT	[4 items]	59.2 (0.9)	57.2 (1.0)
Total Assessment	[105 items]	55.0 (0.6)	55.7 (0.5)

* Shows significant difference between years at the .05 level. Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each set of items of interest, the average percentage of students who gave correct responses is within ± 2 standard errors of the estimated value.

Summary

Students' knowledge of the chronology of events, persons, and documents that have shaped our nation's past is limited in many important respects.

Students' performance did increase as they progressed through school, but the range of knowledge and understandings displayed at each of the grades assessed still appeared to be quite low. Thus, not until grade 8 or even grade 12, when students have encountered certain historical information several times, did most correctly answer many of the questions, and even then their understandings tended to be quite superficial.

In response to questions on the Revolutionary War era, most high-school seniors demonstrated familiarity with the Boston Tea Party, the purpose and date of the Declaration of Independence, and the purpose of the Revolutionary War. They also could identify the major contributions of George Washington, Thomas Jefferson, Benjamin Franklin, and Paul Revere.

Students' understanding of the Civil War era seemed relatively restricted, however. Most seemed to know something about Abraham Lincoln and about slavery, including that slaves had no rights and tried to escape by the Underground Railroad with the help of Harriet Tubman. In addition, they seemed to know that the Emancipation Proclamation was issued during this time period. Finally, they seemed to know the importance of plantations and cotton to the South, were acquainted with the circumstances of the Gold Rush, and knew the nature of Texas's war of independence.

High-school seniors' grasp of the rise of modern America seemed to be quite strong in some areas but more limited in others. A majority of these students correctly identified the major inventions of Thomas Edison, Alexander Graham Bell, and Henry Ford. Further, they showed a familiarity with the Great Depression, Franklin D. Roosevelt, and New Deal legislation. Finally, most seemed to know the origins of the Statue of Liberty, could identify what Prohibition was, and were able to recognize the purpose of the 19th amendment.

Most twelfth graders displayed a basic awareness of the circumstances and events of World War II. For example, they identified which countries the United States fought against, knew the Atomic Bomb was dropped, were familiar with the Pearl Harbor incident, and correctly identified Adolf Hitler. They also appeared to be familiar with the United Nations.

When asked questions on the present, high-school seniors displayed knowledge of some facts about Watergate and about the space program. Concerning civil rights for women and minorities, they correctly identified Susan B. Anthony, Martin L. King, Jr., and Rosa Parks. They also appeared to be familiar with the nature of the *Brown* v. *Board of Education* court decision.

Although there appeared to have been some improvement in eleventh graders' knowledge of two time periods — exploration and colonization, and the period from 1877 to 1920 — the overall results of the trend study indicated little change in these students' factual knowledge of U.S. history.

CHAPTER FOUR

Students' Knowledge of Historical Contexts

AS SEEN IN THE PREVIOUS chapter, an awareness of historical chronology and a familiarity with major figures, locations, documents, and events in our nation's history provides a basis for making sense of the past. Another of the important goals of U.S. history education is to help students understand how various spheres of American life have changed and interacted across the centuries. The 1988 NAEP history assessment was designed to measure students' knowledge of three historical context areas:

- political life;
- economic life; and
- cultural, social, and family life. [16]

This chapter discusses students' understanding of these historical contexts, which influence the ways in which people live and work, regions develop, and events occur. FIGURE 4.1 defines the aspects of each context area that were emphasized in the assessment.[17]

[16] The assessment also included a small set of questions measuring students' awareness of the history of ideas that have influenced American politics, but the number of these questions was insufficient to provide a separate measure of students' knowledge of intellectual history.

[17] Educational Testing Service, *U.S. History Objectives: 1988 Assessment* (Princeton, NJ: Educational Testing Service, National Assessment of Educational Progress, 1987).

FIGURE 4.1 **Definitions of Historical Contexts**

THE NATION'S REPORT CARD

Political Life

- major international conflicts, wars, and agreements that have defined the borders and affected the security of the United States
- the development of the primary institutions of American government, including the Congress, the presidency, the courts, and the state governments
- the major political ideas and principles that have shaped American government and politics, and of the political parties through which citizens have sought to put their ideas and their desires into effect
- the key political leaders, presidential initiatives, congressional legislation, and court decisions that have influenced the course of domestic and foreign policy

Economic Life

- the growth of key business, labor, and government institutions and their changing roles
- the shift from agricultural to industrial to service employment and the growth and development of the labor force
- the important economic trends and crises that have occurred throughout the history of the United States, and how these have affected ordinary people
- the role of governmental policies concerning economic activity
- the important technological innovations that have influenced the productivity and lifestyles of Americans

FIGURE 4.1 | continued

THE NATION'S REPORT CARD

Cultural, Social, and Family Life

- the history of the peoples who make up the American population, and their arrival through migration, immigration, and enslavement
- the ways in which differing philosophies about life have contributed to our variegated national culture, and the manner in which these have changed for various groups over time
- the traditions of civil and individual liberties and equality of opportunity, and the historical conflicts over extending liberties to racial and ethnic minorities and to women
- the traditions of responsibility of the rich for the poor, of the able-bodied for the physically challenged, and of the members of a family for one another
- the importance of various religious traditions and of religious freedom in American life
- the tensions that have sometimes arisen among social and cultural groups, and the ways in which these have been resolved
- the family's role in passing traditions and ideals from one generation to the next, and changes in family structure and values

The remainder of this chapter provides a detailed account of students' understanding of political, economic, and cultural, social, and family life. The initial sections describe the performance of fourth-, eighth-, and twelfth-grade students in each content area, based on the main 1988 assessment results. First, the development of students' context area knowledge across the grades is discussed. The sections that follow are illustrated with examples of items on which students performed best and worst. Finally, trends in eleventh-grade students' knowledge of historical contexts are discussed, based on the special NAEP survey conducted in 1986 and 1988. (The nature of this trend assessment is discussed in the introduction to Part II of this report.)

Changes Across the Grades in Students' Knowledge of Historical Contexts

Some of the items in each context area were given at more than one grade to permit an analysis of changes across the grades in students' knowledge and understandings. TABLE 4.1 presents the average percentages of students who responded correctly to the context items given at each grade and to the items given at more than one grade.

TABLE 4.1 Average Percentage of Students Responding Correctly to Items on Historical Contexts, 1988

THE NATION'S REPORT CARD

	AVERAGE PERCENTAGE CORRECT		
	GRADE 4	GRADE 8	GRADE 12
POLITICAL LIFE			
All items given at a grade	55.2 (0.7) [15 items]	55.2 (0.4) [71 items]	57.2 (0.6) [82 items]
Items given at grades:			
4 and 8 [15 items]	55.2 (0.7)	79.4 (0.5)	—
8 and 12 [41 items]	—	47.4 (0.4)	62.0 (0.6)
ECONOMIC LIFE			
All items given at a grade	64.2 (0.6) [13 items]	65.2 (0.4) [42 items]	68.6 (0.6) [32 items]
Items given at grades:			
4 and 8 [13 items]	64.2 (0.6)	83.7 (0.5)	—
8 and 12 [20 items]	—	57.7 (0.4)	71.3 (0.6)
CULTURAL, SOCIAL, AND FAMILY LIFE			
All items given at a grade	62.6 (0.7) [16 items]	61.8 (0.4) [47 items]	59.5 (0.7) [47 items]
Items given at grades:			
4 and 8 [16 items]	62.6 (0.7)	79.4 (0.5)	—
8 and 12 [21 items]	—	44.6 (0.4)	62.6 (0.7)
Total Assessment	**61.1 (0.6)** [45 items]	**60.2 (0.4)** [161 items]	**60.3 (0.6)** [161 items]

Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each set of items of interest, the average percentage of students who gave correct responses is within ± 2 standard errors of the estimated value.

Although students' knowledge of political, economic, and cultural history did appear to increase as they progressed through school, students at each grade — and particularly those approaching high-school graduation — knew less about history than might be desired or expected. Fewer than two-thirds of the twelfth graders gave correct responses to the political and economic history questions that were given at both the eighth and twelfth grades.

The Historical Context of Political Life

To measure fourth-, eighth-, and twelfth-grade students' knowledge of political life, the assessment included questions on some of the most important symbols, leaders, and events in the political history of the United States. Fourth- and eighth-grade students, for example, were asked to identify the purpose of the United Nations, the first president of the United States, the two major political parties, and the intent of the American Revolution. Eighth- and twelfth-grade students were asked more challenging questions concerning a relatively wide range of documents, political movements, and policies. For example, they were asked to identify specific U.S. foreign policy events after World War II, the factors that precipitated the War of 1812, the contents of the Articles of Confederation and the Emancipation Proclamation, and the nature of the Watergate incident.

An examination of the political history items on which students performed best and worst yields some interesting observations. Fourth- and eighth-grade students alike performed best on questions asking them to identify the first president of the United States and to specify why the United Nations was founded. Eighty percent of the fourth graders and 91 percent of the eighth graders identified George Washington as the first American president, while 88 percent of the fourth graders and 93 percent of the eighth graders seemed to know why the United Nations was created. Most students in the eighth grade also performed well on questions asking them to identify the two major political parties in this country at present (88 percent) and to note the implications of the 19th Amendment (86 percent).

At the other end of the spectrum, relatively few fourth-grade students seemed to be aware of the roles of such important political figures as Thomas Jefferson (40 percent) and Adolf Hitler (36 percent). Similarly, only 27 percent of the eighth graders indicated they knew that Lyndon Johnson succeeded John F. Kennedy as president of the United States. Eighth graders' responses to other political history questions indicated that relatively few were cognizant of Lincoln's primary goal as president (25 percent), the reasons why the United States entered World War I (26 percent), and the consequences of the New Deal (28 percent).

Twelfth graders appeared to be familiar with some recent events in political history. Most of these students (88 percent) seemed to know who was president of the United States at the time of the Watergate affair, and 86 percent identified the chronology of events in which the U.S. dropped the atomic bomb on Japan. But relatively few recognized Great Society programs (22 percent), the purposes of Reconstruction (20 percent), or

the intent of the Marshall Plan (30 percent). Only one-third indicated they knew that Richard Nixon played a central role in building relations between the United States and the People's Republic of China.

Even given the increase across the grades in students' knowledge of political history, the performance of twelfth graders remains disappointingly low.

To measure the extent to which students could support their views on a given political topic, high-school seniors were asked whether they believed that today's presidents had greater power than George Washington and were given 15 minutes to support their perspective in writing. Sixty-one percent of the students expressed the view that today's presidents were more powerful, while 39 percent took the opposite stance. A majority of the students — 88 percent — wrote responses that were consistent with the position they stated. The criteria used to evaluate these responses, and the results of this evaluation, are presented in TABLE 4.2.

TABLE 4.2 Evaluation of Twelfth-Grade Students' Written Responses to a Question on Presidential Responsibilities

THE NATION'S REPORT CARD naep

SCORE	DESCRIPTION	PERCENTAGE OF STUDENTS
1	Incorrectly answers question or answers with vague, ambiguous, or irrelevant statements.	28.6
2	Lists only one correct major difference and provides no explanation. May contain a mix of accurate details and significant errors.	32.0
3	Lists two or more correct major differences or gives only one correct difference with a developed explanation. Contains no significant factual errors.	29.9
4	Correctly lists two or more reasons for either point of view and provides some explanation for at least one of these.	9.5

Just 10 percent of the twelfth graders wrote responses that were rated 4, listing and elaborating on two or more correct differences between the presidency of Washington's era and that of our own time. The best answers were impressive in many respects — complex and thoughtful, even when presented in imperfect prose. The following response received the highest rating.[18]

> *It is true that the presidents of today are more powerful in a sense. While Washington and recent-day presidents still have checks and balances imposed on them in the constitution, they each maintain a powerful position. Today's presidents are faced with a much more stratified society than that of Washington. Furthermore, the technological gains that man has achieved need to be safeguarded so not to destroy ourselves. These achievements require a president to take power over and control them. On the other hand, Washington was the cornerstone, he set the stage for the Presidents to follow. He invented the banking system with Hamilton and set the groundrules for the president. Since Washington's era, politics has become a word wherein everyone becomes diplomats and hold the "ideals" of a society within their campaign. Hence comparing the powerfulness of the both of them becomes a question of what is "power?" In Washington's day it was keeping a nation together and starting an economic policy with reforms. In Reagan's administration it is dealing with the nation's debt, and abiding by the war powers act in the Persian Gulf while keeping himself clean and upholding the "ideals" of society. Each one had situations wherein they were powerful. But the stratification of a society like present day U.S. requires more control or power to keep it running. Hence today's presidents are more powerful.*

[18]The responses presented here were transcribed directly from students' papers. Errors have not been corrected.

Responses that received a score of 3 tended to be more limited in both content and presentation, although they did list two or more correct differences or elaborate on one difference. The following examples are typical of the 30 percent of the papers that received a rating of 3.

> *Then — smaller congress/smaller Senate/less people to watch his actions. Now — more people to answer to & watch over his (the President's) actions. I disagree that today's Presidents are more powerful than George Washington was because today's presidents are watched very carefully by the Congress, Senate, and the people of the country. George Washington had much more Power than the presidents of today because the government wasn't as large as it is now and because of that there were less people in the government & less committees. Today the president has little say so in what goes on in the government. Unlike today George Washington had a lot of say so in his government he was not only a figure head. He was a man with power in the government.*

> *George Washington was the first he had to be strong and keep the nation on its feet. The president of today is powerful, but he has George as an example. Since our country had he Civil War, we gave more power to the president than we did to the states. The reason we fought the civil war was because of slavery, but the issue was who had more power. They both were powerful people, they were our presidents, but because of the civil war, I would have to say that today's president is more powerful, just because of the simple fact which is who had more power the federal or the state. This problem was not solved in George's time, until after the Civil War.*

. . . it is particularly disappointing that only 30 percent of the high-school seniors recognized the reason for the enactment of Jim Crow laws, and just one-quarter of these students correctly identified prominent figures in the feminist movement of the 1970s.

Approximately one-third of the twelfth graders wrote papers that received a rating of 2, in which they identified but did not explain a major difference between the presidency of George Washington's time and that of today. The following responses are characteristic of those that received a 2 rating.

> *We have nuclear bombs and other kinds of weapons that where not invented in the era of George Washington. They can destroy the world in just one push of a button. George Washington was a good president, of course, he was our first president. I don't think he was as powerful because he couldn't destroy the world with a touch of a button nor did he have the weaponry of today.*
>
> *They only difference now in the presidency is there is more power. Earlier presidents had a simpler job than the presidents do now. As you can see the president has more power now than in our earlier days.*
>
> *The president is more powerful today, because he can do the following: 1) ban a certain product if he wants to. 2) he can do things that he may want done. 3) he may not run peoples life.*

In summary, some of the responses had a refreshing directness and clarity, and others offered a few compelling ideas. But most students did not write responses that fulfilled the requirements of the task. Only 39 percent of the twelfth graders listed at least two correct differences between the presidencies of George Washington and today, or fully articulated one difference (receiving scores of 3 or 4). One may wonder to what extent these high-school seniors are equipped to participate in political life in this country or to advance their own views in political discussions.

The Historical Context of Economic Life

To evaluate students' knowledge about American economic history, students at each grade were asked a series of questions covering such topics as the economic motivations of explorers, the factors that influence human settlement patterns, the identity of various inventors, and the chronology of major inventions. Students in the upper grades were also asked to note the significance of certain prominent economic leaders, institutions, events, and policies of the sort that are referred to every day in the business pages of metropolitan newspapers.

Fourth-grade students performed best on economic history questions that pertained to the history of inventions, as a majority (from 84 to 88 percent) successfully identified the sequences of various inventions using a timeline. Most also had some success with questions about basic settlement patterns and demonstrated elementary map and graph reading skills. However, only approximately one-third of these young students were able to identify the economic motivations for Columbus' explorations (36 percent) and the nature of the Industrial Revolution (33 percent).

Most of the eighth-grade students (88 percent) were familiar with the chronology of recent inventions, such as the space shuttle, and correctly associated Henry Ford with the rise of the automobile industry. They tended to demonstrate less knowledge of larger economic issues, however. Only 28 percent of the eighth-grade students recognized the implications of mass production in the 19th century, while 37 percent correctly identified reasons for the existence of labor unions, and 38 percent displayed knowledge of the factors that influenced the growth of the American Federation of Labor in the early 20th century.

Twelfth graders' performance on questions concerning the major figures and events in American labor history was only slightly better than that of eighth graders, as less than half (44 percent) of the high-school seniors identified either Samuel Gompers or the reason that union membership grew from 1929 to 1940. Far more high-school seniors displayed knowledge of particular events in the history of American agriculture and industry than of labor. For example, 87 percent were aware that cotton production increased in the South between 1850 and 1860.

The Historical Context of Cultural, Social, and Family Life

The assessment questions pertaining to the history of American cultural, social, and family life ranged from the straightforward to the more complex. Students in the fourth and eighth grades were asked to define the meanings of certain cultural symbols such as the flag and the bald eagle, identify famous women and Black leaders, cite some of the interactions among colonists and American Indians, identify the languages spoken in the United States, and recognize major events affecting civil and individual rights. The questions administered at grades 8 and 12, on the other hand, addressed more complex — as well as more recent — issues and events. These older students were asked to identify a wider range of leaders of social reform, including the womens' and civil rights movements; to place major events in the history of immigration; and to identify factors that influenced such phenomena as large-scale migrations and the growth of cities.

Fourth-grade students demonstrated a rudimentary knowledge of American cultural history, reflected in their ability to identify common historical symbols such as the Mayflower (92 percent) and the bald eagle (77 percent). Surprisingly, other primary symbols were unfamiliar to many students. For example, relatively few seemed to be aware of the origin of the Statue of Liberty (45 percent) or that Betsy Ross is identified with the famous flag for the American revolutionaries (51 percent).

Eighth graders were more successful than fourth graders at identifying the meaning of different symbols of American cultural history, such as the stripes on the flag (78 percent). Three-quarters of the students in grade 8 recognized that an American was the first to walk on the moon, and a slightly higher percentage (79 percent) appeared to know that Martin Luther King, Jr. promoted nonviolent civil disobedience. However, when asked about other aspects of social history, only 35 percent correctly identified major feminist leaders of the 20th century, and just 28 percent recognized the basis for the Scopes trial.

Twelfth graders demonstrated somewhat more extensive knowledge of the civil rights movement, correctly identifying the implications of the *Brown* v. *Board of Education* decision (72 percent) and the actions taken by Rosa Parks (83 percent). Approximately 65 percent correctly indicated that one U.S. government policy following the Civil War was to place American Indians on reservations. Given these understandings, it is particularly disappointing that only 30 percent of the high-school seniors recognized the reason for the enactment of Jim Crow laws, and just one-quarter of these students correctly identified prominent figures in the feminist movement of the 1970s.

Trends in Eleventh-Grade Students' Knowledge of Political, Economic, and Cultural History: 1986 to 1988

The eleventh-grade trend assessment contained a series of items designed to measure students' factual knowledge of political, economic, and social history. As shown in TABLE 4.3, there were no significant changes across time in students' knowledge of these historical contexts.

TABLE 4.3 Average Percentage of Eleventh-Grade Students Who Responded Correctly to Items on Historical Contexts, 1986 and 1988

THE NATION'S REPORT CARD

		AVERAGE PERCENTAGE CORRECT	
CATEGORY		1986	1988
POLITICAL LIFE	[61 items]	54.6 (0.7)	54.9 (0.6)
ECONOMIC LIFE	[13 items]	62.0 (0.9)	63.9 (0.6)
CULTURAL, SOCIAL, AND FAMILY LIFE	[29 items]	52.5 (0.5)	53.7 (0.5)
Total Assessment	[105 items]	55.0 (0.6)	55.7 (0.5)

Note: No statistically significant difference between years at the .05 level. Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each set of items of interest, the average percentage of students who gave correct responses is within ± 2 standard errors of the estimated value.

Summary

As seen in earlier chapters, most students appear to have learned about major historical persons, events, and ideas by the time they reach the upper grades, but fewer exhibited knowledge of the interrelationships among politics, economics, and culture.

Across the grades, most students demonstrated some familiarity with major figures and events in American political history, but relatively few demonstrated knowledge of the roots and implications of specific wars, governmental programs, and foreign policy decisions. Similarly, students' understanding of economic history appeared to be limited primarily to the chronology of inventions, and relatively few students at any grade indicated they were cognizant of the factors that have shaped the development of our nation's industrial and agricultural sectors, or its largest labor organizations. And although most students appeared to develop a knowledge of some key figures and events in our nation's social history by the eighth grade, they failed to demonstrate an awareness of major elements of American social history, such as the women's movement.

There were essentially no changes from 1986 to 1988 in eleventh-grade students' performance on factual questions about American political, economic, or cultural history.

PART III

Opportunities for U.S. History Learning

WHILE DESCRIPTIONS of students' knowledge and understanding of U.S. history are useful in and of themselves, they are enhanced by information on the educational experiences that may influence student performance, either for the better or for the worse. The two chapters that follow describe patterns of social studies and U.S. history instruction for students in the fourth, eighth, and twelfth grades who participated in the 1988 assessment. Trend results are also presented, where available, for eleventh graders assessed in 1986 and 1988.

Data reported by students — particularly by the youngest students — may be of questionable accuracy; however, students' perceptions are interesting, and viewing their U.S. history performance in light of self-reported background information can provide a stimulus for educators, researchers, and policymakers to discuss central issues and concerns and to initiate further inquiries.

Chapter Five discusses the amount of social studies and U.S. history instruction to which students said they had been exposed across the grades. (Fourth-grade students were asked about their social

studies instruction, while eighth- and twelfth-grade students were asked about their U.S. history instruction.) Students were asked to report the amount of social studies or U.S. history instruction they received in their present or previous years of schooling, and twelfth-grade students were also asked to note the amount of time they spent each week on homework in the subject. Finally, the chapter provides information on short-term trends in history course taking for eleventh graders.

Chapter Six provides a window into the content and nature of students' history instruction, based on students' responses to a variety of questions. Students were asked to identify the extent to which they had studied particular topics in various grades, as well as to summarize the types of instructional activities used in their social studies or U.S. history classes. The chapter closes with a discussion of trends from 1986 to 1988 in the instructional activities reported by eleventh-grade students.

CHAPTER FIVE

The Extent of Students' Social Studies and U.S. History Instruction

BECAUSE STUDENTS' understanding of U.S. history depends to a large extent on their exposure to the subject, NAEP asked students participating in the 1988 assessment a series of questions concerning the frequency of instruction at various grades. Their responses help to illuminate the current state of history education in this country and provide a context in which to view students' proficiency. This information sets the stage for the following chapter, in which the nature and content of history education are examined.

Frequency of Social Studies Instruction: Grade 4

Most fourth-grade students participating in the 1988 assessment reported that they had social studies instruction on a regular basis. The percentages of students citing various amounts of social studies instruction are provided in TABLE 5.1, with the average U.S. history proficiency for each group.

In 1988, more than two-thirds (70 percent) of the fourth-grade students reported that they had a social studies class

TABLE 5.1 **Average U.S. History Proficiency at Grade 4 by Frequency of Social Studies Classes, 1988**

THE NATION'S REPORT CARD

FREQUENCY OF CLASSES	PER-CENT	AVERAGE PROFICIENCY
Every day	45.3	220.7 (1.7)
Three or four times a week	25.0	225.9 (2.0)
One or two times a week	16.2	219.2 (2.1)
Less than once a week	5.0	209.0 (4.1)
Never or hardly ever	8.5	208.0 (2.7)

Standard errors are presented in parentheses. It can be said with 95 percent certainty that the average proficiency of each population of interest is within ±2 standard errors of the estimated value.

every day or at least three times a week. Relatively few students—approximately 9 percent—stated that they never or hardly ever had a class. Fourth graders who reported having social studies at least three times a week had higher proficiency in history, on average, than their peers who said they had a class less than once a week or almost never.

There was essentially no difference in the frequency of social studies classes reported by fourth-grade boys and girls, but some disparities were evident across racial/ethnic groups and regions, as shown in TABLE 5.2.

Approximately three-quarters (74 percent) of the White fourth graders reported having social studies class either every day or almost every day, while only 62 percent of the Hispanic students and 59 percent of the Black students reported having a class this often. Conversely, Hispanic and Black fourth graders were somewhat more likely than their White classmates to report that they had social studies class less than once a week or almost never. Given that young students who received more frequent instruction tended to demonstrate higher proficiency, the lower amount of instruction reported by Black and Hispanic students in grade 4 may warrant attention.

Students in the Northeast were less likely to report having frequent social studies instruction (i.e., three to four days a week) than students in the other three regions, while weekly instruction was slightly more common there. The percentage of students who reported never or rarely having social studies class was comparable across the regions.

TABLE 5.2

Frequency of Social Studies Classes at Grade 4 for Demographic Subpopulations, 1988

THE NATION'S REPORT CARD

	PERCENTAGE OF STUDENTS REPORTING FREQUENCY OF CLASSES				
	EVERY DAY	3 OR 4 TIMES A WEEK	1 OR 2 TIMES A WEEK	LESS THAN ONCE A WEEK	NEVER OR HARDLY EVER
NATION	45.3	25.0	16.2	5.0	8.5
GENDER					
Male	45.5	26.5	16.1	5.0	7.0
Female	45.1	23.5	16.4	5.0	9.9
RACE / ETHNICITY					
White	46.2	27.6	15.1	3.9	7.1
Black	43.3	15.6	18.2	8.4	14.6
Hispanic	43.2	19.0	20.1	7.2	10.5
REGION					
Northeast	30.4	31.1	26.1	5.1	7.3
Southeast	54.2	18.7	14.1	4.5	8.5
Central	46.2	28.6	12.8	4.2	8.3
West	48.2	23.0	13.3	6.0	9.5

Extent of U.S. History Studies: Grade 8

Students in grade 8 were asked whether they had studied U.S. history in fifth, sixth, or seventh grade, and whether they had already studied or expected to study the subject in eighth grade. Their responses were combined to reflect the percentage of students who had studied U.S. history in at least one of the middle- or junior-high school grades. The results are presented for the nation and demographic subpopulations in TABLE 5.3.

A vast majority of the eighth-grade students (95 percent) reported that they had studied U.S. history in at least one grade from 5 through 8. There were essentially no differences by gender, race/ethnicity, or region.

Those eighth graders who reported studying U.S. history in grade 5, 6, 7, or 8 had higher proficiency, on average, than the 5 percent who had not studied the subject at any of these grades.

TABLE 5.3 Average U.S. History Proficiency at Grade 8 by Instruction in U.S. History, 1988

THE NATION'S REPORT CARD

Did you study U.S. history in the fifth, sixth, seventh, or eighth grades?

	PER CENT	AVERAGE PROFICIENCY
NATION	95.1	264.8 (0.9)
GENDER		
Male	94.8	267.4 (1.2)
Female	95.4	262.3 (1.0)
RACE/ETHNICITY		
White	95.1	271.8 (1.1)
Black	95.4	245.3 (1.7)
Hispanic	94.9	244.4 (1.9)
REGION		
Northeast	96.3	271.1 (2.0)
Southeast	92.6	259.1 (2.4)
Central	96.5	266.7 (1.9)
West	95.2	262.9 (1.7)

Standard errors are presented in parentheses. It can be said with 95 percent certainty that the average proficiency of each population of interest is within ±2 standard errors of the estimated value.

Extent of U.S. History Course Taking: Grade 12

To provide a view of students' exposure to U.S. history studies in high school, twelfth graders participating in the 1988 assessment were asked if they had taken a history course in grade 9, 10, or 11, and whether they had or were planning to take such a course in grade 12. As was done at the eighth-grade level, twelfth graders' responses to the course-taking questions were combined to reflect the percentage of students who took a course in the subject at any point in their high-school career. The results are presented in TABLE 5.4.

Nearly all (98 percent) of the twelfth-grade students reported that they had taken a U.S. history course at some point in their high-school career, and the average history proficiency of these students (295) was considerably higher than that of their few peers who reported they had not taken a course in the subject (260).

The U.S. history course-taking patterns of twelfth-grade students grouped by race/ethnicity, gender, and region tended to be highly similar to those for the nation. Whether they were White, Black, or Hispanic, male or female, or from one part of the country or another, the vast majority of seniors (97 to 99 percent)

TABLE 5.4 **Average U.S. History Proficiency at Grade 12 by High-School Instruction in U.S. History, 1988**

THE NATION'S REPORT CARD

Did you take a U.S. history course in the ninth, tenth, eleventh, or twelfth grades?

	PERCENT	AVERAGE PROFICIENCY
NATION	98.4	294.7 (1.2)
GENDER		
Male	97.8	298.3 (1.6)
Female	99.0	291.5 (1.2)
RACE/ETHNICITY		
White	98.7	300.6 (1.5)
Black	98.5	273.8 (2.0)
Hispanic	96.9	274.7 (2.1)
REGION		
Northeast	98.4	296.7 (2.8)
Southeast	98.5	289.4 (1.8)
Central	98.5	297.8 (2.2)
West	98.3	294.3 (2.0)

Standard errors are presented in parentheses. It can be said with 95 percent certainty that the average proficiency of each population of interest is within ± 2 standard errors of the estimated value.

•reported taking a U.S. history course at some grade in high school.

A related question asked twelfth-grade students to report how many years of U.S. history course work they had completed in high school. Their responses are presented in TABLE 5.5.

A vast majority of the students in grade 12 (93 percent) reported taking a year or more of history since ninth grade, and the average history proficiency of these students was significantly higher than for the 7 percent of their peers who reported studying the subject for less than a year in high school or not at all. It is difficult to conjecture about the drop in proficiency among students who reported studying the subject for more than one year.

TABLE 5.5 Average U.S. History Proficiency at Grade 12 by Years of U.S History Course Work in High School, 1988

THE NATION'S REPORT CARD

YEARS OF COURSE WORK	PER-CENT	AVERAGE PROFICIENCY
NONE	1.8	255.9 (5.0)
1/2 YEAR OR LESS	2.3	269.1 (4.9)
BETWEEN 1/2 YEAR AND 1 YEAR	3.2	274.5 (4.2)
1 YEAR	42.2	300.8 (1.5)
MORE THAN 1 YEAR	50.5	292.7 (1.5)

Standard errors are presented in parentheses. It can be said with 95 percent certainty that the average proficiency of each population of interest is within ±2 standard errors of the estimated value.

Time Spent on U.S. History Homework: Grade 12

To gain a sense of the amount of time they spent learning history outside the classroom, twelfth graders who had taken a course in the subject were asked to report how much time they spent each week on homework for that class. Fourteen percent of the students reported that they either had no homework for their most recent history course or did not do what was assigned, as shown in TABLE 5.6.

More than half the students — 57 percent — reported spending an hour or less on their history homework each week, while 29 percent invested two hours or more in this work. On average, the students who were most proficient in the subject reported spending three hours or more on their history homework each week, while the least proficient students stated that they generally did not do what work had been assigned.

TABLE 5.6 Average U.S. History Proficiency at Grade 12 by Time Spent on U.S History Homework Each Week, 1988

THE NATION'S REPORT CARD

TIME SPENT EACH WEEK	PERCENT	AVERAGE PROFICIENCY
None	8.2	287.2 (3.1)
I have homework but I usually haven't done it	6.0	282.6 (3.8)
1 hour or less	56.5	295.0 (1.1)
2 hours	12.5	296.2 (2.0)
3 hours or more	16.9	310.0 (2.2)

Standard errors are presented in parentheses. It can be said with 95 percent certainty that the average proficiency of each population of interest is within ± 2 standard errors of the estimated value.

Trends in U.S. History Course Taking: 1986 to 1988

To provide information on trends in eleventh graders' history studies, students participating in the 1986 and 1988 NAEP history trend assessments were asked whether or when they had taken a U.S. history course in school. Their responses are shown in TABLE 5.7.

Eleventh-grade students assessed in 1988 were no more likely than those assessed in 1986 to report that they were currently taking a course in U.S. history. Further, there were no significant changes across time in the percentages of students who reported that they had taken a course in the past four years or had never taken a high-school course in the subject.

Students participating in the eleventh-grade trend assessment were also asked to identify the specific history or history-related courses they had taken since ninth grade. In 1988, almost all (98 percent) had taken a course in U.S. history by their junior year, and about two-thirds had taken a course in world or Western history (67 percent). Fewer students, however, reported taking high-school courses in social studies (43 percent), geography (42 percent), or civics or gov-

TABLE 5.7 Recency of U. S. History Course Work for Eleventh-Grade Students, 1986 and 1988

THE NATION'S REPORT CARD

	PERCENT TAKING NOW		PERCENT TAKEN 1 TO 4 YEARS AGO		PERCENT NOT TAKEN IN HIGH SCHOOL	
	1986	1988	1986	1988	1986	1988
NATION	78.4	83.8	19.2	15.0	2.4	1.3
GENDER						
Male	78.1	85.2	18.4	13.7	2.5	1.1
Female	78.7	82.5	19.0	16.0	2.3	1.5
RACE/ETHNICITY						
White	78.2	85.2	19.5	13.7	2.3	1.2
Black	82.2	87.0	15.1	12.8	2.8	0.3
Hispanic	73.7	66.1	23.2	28.6	3.2	5.4

Note: No significant difference between years at the .05 level.

ernment (34 percent). With the exception of civics and government course taking, there appeared to be little change from 1986 to 1988 in the percentage of students who had taken these various courses, either for the nation or for any of the subgroups examined. In contrast, the percentage of eleventh graders reporting that they had taken a civics or government course in high school diminished across the two-year period, from 46 to 34 percent.

Summary

Across the grades, U.S. history proficiency appeared to be positively related to the frequency and amount of social studies or U.S. history instruction reported by most subgroups of the student population. More than two-thirds of the fourth graders participating in the 1988 NAEP U.S. history assessment stated that they had social studies class at least three times a week, and those who had such frequent instruction had higher average proficiency than their counterparts who had these classes less often. The amount of instruction reported by fourth-grade boys and girls was essentially the same, and there were only slight differences across regions, but fairly large differences were found for students belonging to various racial/ethnic groups. Given the fact that the average U.S. history proficiency demonstrated by Black and Hispanic children was lower than that of their White classmates, disparities in the amount of social studies instruction at this early grade may warrant attention and concern.

A great majority of the eighth-grade students (95 percent) reported taking history in fifth, sixth, seventh, or eighth grade, and a similarly high percentage of the twelfth-grade students (98 percent) reported taking a course in high school. The results from NAEP's trend assessment suggest no change from 1986 to 1988 in the percentage of eleventh graders taking U.S. history.

When asked how much time they spent on U.S. history homework, 83 percent of the high-school seniors stated that they spent two hours or less on this homework each week. The remaining students reported spending three hours or more on homework each week, and their average proficiency was higher than that of their classmates.

It seems that most students receive considerable education in social studies and U.S. history by the time they graduate from high school. Overall, those who reported the greatest exposure to instruction in the subject demonstrated higher proficiency, on average, than students with more limited exposure.

CHAPTER SIX

The Content and Nature of Students' Social Studies and U.S. History Instruction

IN ADDITION to considering the amount of time devoted to U. S. history instruction, it is perhaps even more important to reflect on the quality and content of that instruction. Students participating in the 1988 NAEP U.S. history assessment were therefore asked to report on what they had studied in social studies or history classes, and how they had studied it. This provides a closer look at changes across the grades in the content and nature of history instruction and enables comparisons between students' proficiency and their exposure to various history topics and teaching practices.

Topics Addressed in Social Studies Class: Grade 4

In 1988, more than three-quarters (78 percent) of the fourth-grade students reported that they had studied the history of our country in social studies class. However, for most students, social studies instruction does not introduce the focused study of U. S. history until fifth grade.[19] Some states do mandate instruction in state history at the fourth-grade level, but it is unlikely that most fourth graders have been systematically exposed to U.S. history. Rather, it is more plausible that these young students have stud-

[19]A curriculum task force convened by the National Commission on Social Studies in the Schools recently issued a report that examined and recommended comprehensive changes in the elementary and secondary social studies curriculum. See National Commission on Social Studies in the Schools, *Charting a Course: Social Studies for the 21st Century: A Report of the Curriculum Task Force of the National Commission on Social Studies in the Schools* (November 1989).

ied a handful of U.S. history topics with some frequency.

Fourth-grade students were given a series of questions that asked if they had studied particular history topics "a lot," "some," or "not at all." Their responses are presented in TABLE 6.1. The topics that appeared to be most commonly taught in fourth graders' social studies classes pertained to the American Indians, inventors and discoverers, the Pilgrims, and early New World explorers, as between 80 and 92 percent of the students reported at least some study of these topics. Such topics as the Revolutionary War, the Civil War, and the settlement of the West appeared to be taught less often in the fourth grade, as from 34 to 36 percent of the students reported never studying these topics.

It is interesting to note that a knowledge of many of these topics was reflected in performance at the 200 and 250 levels on the NAEP U.S. history proficiency scale, where students demonstrated a familiarity with patriotic symbols and with historically significant holidays such as Thanksgiving, Independence Day, and Presidents' Day.

TABLE 6.1 Topics Addressed in Social Studies Class at Grade 4, 1988

THE NATION'S REPORT CARD

TOPIC	PERCENTAGE OF STUDENTS REPORTING EACH LEVEL OF STUDIES		
	A LOT	SOME	NOT AT ALL
EARLY EXPLORERS OF THE NEW WORLD	26.9	53.0	20.1
INDIANS WHO FIRST LIVED IN OUR COUNTRY	48.5	43.5	8.0
PILGRIMS AND THE FIRST COLONIES IN AMERICA	31.9	50.6	17.5
GEORGE WASHINGTON AND THE WAR TO GAIN INDEPENDENCE FROM ENGLAND	20.5	43.3	36.2
PIONEERS WHO SETTLED THE WESTERN PART OF OUR COUNTRY	19.2	45.5	35.2
SLAVERY AND THE WAR BETWEEN THE NORTHERN STATES AND THE SOUTHERN STATES	25.4	40.7	33.9
PEOPLE WHO INVENTED THINGS AND MADE NEW DISCOVERIES	27.6	55.9	16.5

Periods and Topics Addressed in U.S. History Studies: Grades 8 and 12

To gather information on the content of history instruction in junior high and high school, students in grades 8 and 12 were asked to report on the extent to which they had studied various periods, events, and topics in U.S. history. Their responses are provided in TABLE 6.2.

TABLE 6.2 U.S. History Periods and Topics Studied at Grades 8 and 12, 1988

THE NATION'S REPORT CARD

PERIOD OR TOPIC		PERCENTAGE OF STUDENTS REPORTING EACH LEVEL OF STUDIES: A LOT	SOME	NOT AT ALL
EXPLORATION	Grade 8	40.3	51.2	8.4
	Grade 12	27.1	65.6	7.3
COLONIAL AMERICA	Grade 8	45.5	43.6	10.9
	Grade 12	38.6	55.1	6.3
REVOLUTIONARY WAR	Grade 8	57.5	36.2	6.3
	Grade 12	49.1	48.3	2.6
CONSTITUTION	Grade 8	69.2	26.5	4.3
	Grade 12	68.0	30.7	1.2
GROWTH OF A YOUNG NATION	Grade 8	34.3	46.4	19.2
	Grade 12	33.4	57.7	8.9
WESTWARD AND OVERSEAS EXPANSION	Grade 8	25.1	46.4	28.5
	Grade 12	29.3	59.7	11.0
CIVIL WAR	Grade 8	51.3	34.6	14.0
	Grade 12	55.9	41.6	2.5
RECONSTRUCTION	Grade 8	21.1	37.2	41.8
	Grade 12	32.0	56.2	11.8
INDUSTRIAL AGE	Grade 8	—	—	—
	Grade 12	36.4	56.4	7.2
FIRST WORLD WAR	Grade 8	24.6	37.3	38.1
	Grade 12	46.4	48.6	4.9
GREAT DEPRESSION	Grade 8	—	—	—
	Grade 12	51.3	43.3	5.4
SECOND WORLD WAR	Grade 8	20.9	36.1	42.9
	Grade 12	43.7	48.6	7.7
1945 TO PRESENT	Grade 8	13.3	36.4	50.3
	Grade 12	27.9	58.2	13.8
HISTORY OF MINORITIES AND WOMEN	Grade 8	—	—	—
	Grade 12	20.8	72.3	6.9

Of the periods and topics listed, eighth-grade students most often reported studying about the Constitution, the Revolutionary War, the exploration of the New World, Colonial America, and the Civil War; on the other hand, they least often reported studying about the First and Second World Wars, the Reconstruction era, and the period from 1945 to the present. Overall, eighth-grade students were more likely than twelfth-grade students to report they had studied about early events and topics in American history "a lot" — specifically, the era of exploration, colonization, and the Revolutionary War.

In contrast, twelfth graders were more likely than eighth graders to report that they had studied a lot about topics and events from the mid-1800s to the present, including the Civil War, the Reconstruction era, Westward and overseas expansion, the First and Second World Wars, and the period from 1945 to the present. In fact, a large majority of the high-school seniors (from 86 to 99 percent) reported at least some study of every topic listed.

It is disappointing that half the eighth graders reported they had never studied the period from 1945 to the present; even at the twelfth-grade level, 14 percent of the students reported that they had never studied recent history, and another 58 percent reported they had studied it to a limited extent. It may be no surprise, then, that an understanding of modern history was only evident among the small percentage of students performing at the highest level of proficiency on the NAEP history scale.

Relationship Between Periods and Topics Studied and U.S. History Proficiency

To provide a more general sense of the range of topics covered in the elementary-, middle-, and high-school history curriculum, and to relate students' exposure to various topics and their history proficiency, NAEP aggregated students' responses within each grade to the questions about topics studied. TABLE 6.3 compares the average percentages of students in grades 4, 8, and

TABLE 6.3 Average U.S. History Proficiency by Average Study of History Periods and Topics, 1988

THE NATION'S REPORT CARD naep

	A Lot of Study on Average		Some Study on Average		No Study on Average	
	PERCENT	AVERAGE PROFICIENCY	PERCENT	AVERAGE PROFICIENCY	PERCENT	AVERAGE PROFICIENCY
GRADE 4	13.3	223.4 (2.7)	70.0	221.1 (1.2)	16.7	213.7 (2.2)
GRADE 8	15.9	271.5 (2.1)	76.7	263.6 (1.0)	7.4	244.8 (2.3)
GRADE 12	35.5	304.5 (1.7)	62.9	289.4 (1.0)	1.6	254.9 (7.3)

Standard errors are presented in parentheses. It can be said with 95 percent certainty that the average proficiency of each population of interest is within ± 2 standard errors of the estimated value.

12 who cited a lot, some, and no study of the different social studies and history topics, and relates these levels of study to history proficiency.

Most students across the grades reported "some" study, on average, of the history topics and periods discussed in the previous sections of this chapter. Fourth graders were more likely than students in the upper grades to report not studying history periods and topics; conversely, twelfth-grade students were more likely than those in the lower grades to report studying the various periods and topics "a lot."

Fourth-grade students who reported some or a lot of exposure to history topics performed better in the assessment, on average, than their peers who reported not studying these topics. At grades 8 and 12, the most proficient students tended to report studying history periods, topics, and events "a lot."

Trends in the Periods and Topics Studied: 1986 to 1988

Results from NAEP's history trend assessment reveal several changes across time in the percentage of eleventh graders who had studied particular historical periods, as shown in TABLE 6.4.

Eleventh graders were more likely in 1988 than in 1986 to report that they had, at some point in high school, studied the

TABLE 6.4 U.S. History Periods Studied by Eleventh-Grade Students, 1986 and 1988

THE NATION'S REPORT CARD naep

Since Grade 9, have you studied...	PERCENTAGE OF STUDENTS REPORTING STUDY OF EACH TOPIC	
	1986	1988
EXPLORATION	79.3	80.9
REVOLUTIONARY WAR TO THE WAR OF 1812	90.9	94.3*
TERRITORIAL EXPANSION TO THE CIVIL WAR	85.4	89.2*
RECONSTRUCTION TO WORLD WAR I	77.8	85.1*
WORLD WAR I TO WORLD WAR II	68.6	74.7*
WORLD WAR II TO PRESENT	43.4	46.2

* Shows statistically significant difference from 1986 at the .05 level.

Revolutionary War to the War of 1812, territorial expansion to the Civil War, Reconstruction to World War I, and the period from World War I to World War II. There were no significant increases across time in the percentages of students who reported having studied the era of exploration or the period from World War II to the present.

Characteristics of U.S. History Instruction: Grades 8 and 12

Not only the content of history instruction, but also the uses and quality of instructional time are critical elements in history learning. To acquire a more thorough understanding of the ways in which history is taught, NAEP asked students in grades 8 and 12 how often their social studies or history teachers used various instructional practices. For example, students were asked how often their teachers asked them to use resources such as textbooks, extra reading materials, maps and globes; asked students to memorize, discuss, analyze, give talks on, and write about what they were studying; showed films in class; and gave tests or quizzes. TABLE 6.5 shows the frequency of various instructional activities reported by students in grades 8 and 12.

TABLE 6.5 Instructional Approaches Used in Social Studies and U.S. History Classes at Grades 8 and 12, 1988

THE NATION'S REPORT CARD NAEP

INSTRUCTIONAL APPROACH	PERCENTAGE REPORTING APPROACH USED DAILY OR WEEKLY	
	GRADE 8	GRADE 12
Read material from your textbook	88.7	89.7
Discuss and analyze the material you have read	83.4	83.7
Write short answers to questions	71.9	71.0
Take a test or quiz	67.9	76.8
Give talks about what you are studying	51.7	47.0
Memorize the material you have read	46.3	47.7
Use maps or globes	41.6	48.8
Read extra material not in your regular textbook	34.8	39.1
Watch movies, videos, or filmstrips	30.8	35.8
Work on a group project	13.1	14.8
Write a report of three or more pages	8.4	12.8

Information from other studies suggests that classes in history tend to be teacher-directed, with most information coming from lectures and films.[20] For the majority of junior high- and high-school students participating in the 1988 NAEP assessment, textbooks seemed to be the predominant source of information in history and social studies classes: approximately 90 percent of the students in each grade stated that they read material from a textbook either daily or weekly. Further, 46 percent of the eighth-grade students and 48 percent of the twelfth-grade students reported being asked to memorize material from their textbooks at least weekly.

Given the central role of the textbook in history classrooms, students were asked how much difficulty they had reading their history textbooks. In each grade, 5 to 6 percent of the students reported a lot of difficulty reading their text, and 31 percent of the eighth graders and 36 percent of the twelfth graders had some difficulty. Students who performed best in the assessment, on average, were also the most likely to report that they had no difficulty reading their social studies or history text.

It should be emphasized that textbook-oriented classrooms vary greatly in scope and creativity; in some of these classrooms, student discussion is limited to recall questions requiring short answers, while in others, students engage in lively debates based on material read in a textbook or information from other sources. There is evidence that the use of multiple sources and literary historical narratives helps students to develop an understanding of history as an interpretive enterprise, and a wide array of these materials is often available in the classroom — including primary and secondary historical texts, biographies, autobiographies, and historical fiction.[21] However, only 35 percent of the eighth-grade students and 39 percent of the twelfth-grade students participating in the 1988 NAEP history assessment claimed they read extra material on history from a source other than a textbook either daily or weekly.

The use of other types of instructional resources was varied. At grades 8 and 12, tests, quizzes, and short responses to questions were commonly reported activities. In fact, more than two-thirds of eighth graders and three-quarters of the twelfth graders stated that their teachers gave tests or quizzes on a daily or weekly basis. Forty-two percent of the eighth graders and approximately half of the seniors stated that their teachers frequently used maps or globes, while 31 percent and 36 percent, respectively, reported watching a movie, video, or filmstrip in class at least once a week. It is particularly disappointing that maps and globes were not used to a greater extent, as they offer students the chance to relate their learning of history and geography content.

[20] F.R. Smith and K.M. Feathers, "Teacher and Student Perceptions of Content Area Reading," *Journal of Reading*, 1 (1983): 348-54.

[21] Matthew T. Downey and Linda S. Levstik, "Teaching and Learning History: The Research Base," *Social Education* 52 (1988): 336-42; Linda S. Levstik and C.C. Pappas, "Exploring the Development of Historical Understanding," *Journal of Research and Development in Education*, 21 (1987): 1-15.

Writing connected discourse on historical topics appeared to be quite rare. Approximately 70 percent of the students in each grade stated that they often wrote short answers to questions, yet only 9 percent of the eighth graders and 13 percent of the twelfth graders reported that they wrote a report of three or more pages on a weekly basis. At a time when there is increasing evidence that writing is an important way to organize and integrate new information, little writing appears to be occurring in history classrooms. This may be explained, at least in part, by the demands on teachers' time — longer papers require more time to grade, and teachers may assign them infrequently for this reason.

Sixty-two percent of the eighth-grade students reported giving daily or weekly talks on what they were studying in social studies class, while less than half (47 percent) of the twelfth graders reported doing so on such a frequent basis. Relatively few students in either grade — only 13 to 15 percent — reported working on group projects at least once a week. It therefore appears that for most students, particularly those in high school, history instruction may consist primarily of passive and individual work rather than active and collaborative projects.

Trends in Instructional Practices: 1986 to 1988

Eleventh-grade students participating in the trend assessments were also asked a series of questions on the instructional approaches used by their social studies and history teachers. Their responses reveal no changes from 1986 to 1988 in the types of approaches used. Similar to the results for eighth- and twelfth-grade students discussed previously, eleventh-grade students in the trend assessments were more likely to report reading history textbooks, memorizing material, and watching movies, than using documents, writing long reports, or visiting museums.

Given the central role of the textbook in history classrooms, students were asked how much difficulty they had reading their history textbooks. In each grade, 5 to 6 percent of the students reported a lot of difficulty reading their text, and 31 percent of the eighth graders and 36 percent of the twelfth graders had some difficulty.

Summary

Fourth-grade students participating in the 1988 history assessment most often reported that they had studied about American Indians, inventors and discoverers, the Pilgrims, and early New World explorers, while studies of more recent topics and events were less commonly reported. Eighth graders were most likely to report studies of events and topics in American history up to the Civil War.

Twelfth-grade students, on the other hand, were more likely than students in the lower grades to report studying about history topics and events that occurred from the mid-1800s to the current era. A large majority (86 to 99 percent) of the high-school students reported at least some study of each of the 14 topics listed in the assessment. The results of the trend assessment indicate that eleventh-grade students were more likely in 1988 than in 1986 to report studying a variety of historical time periods.

When students' reports on the history topics they had studied are compared with their average proficiency, the results indicate that proficiency is higher for students who have studied more topics extensively. At the fourth-grade level, students who reported at least "some" study of various topics performed best, while at grades 8 and 12, students citing "a lot" of study were the most proficient.

Students indicated that history instruction at the upper grades — and particularly the high-school level — is largely confined to reading and memorizing textbook material, watching films, taking tests and quizzes, and writing short answers to questions. Students rarely reported the use of instructional approaches that encouraged them to seek out, interpret, and apply their historical knowledge — for example, working on collaborative projects, writing longer papers, using primary and secondary sources, and engaging in class discussions.

A Description of the 1988 NAEP U.S. History Assessment

An Introduction to The Nation's Report Card

THE NATION'S REPORT CARD, the National Assessment of Educational Progress (NAEP), is an ongoing, congressionally mandated project established in 1969 to obtain comprehensive and dependable data on the educational achievement of American students. From its inception until 1980, NAEP conducted annual assessments of 9-, 13-, and 17-year-olds attending public and private schools, and it has carried out biennial assessments since then. It remains the only regularly conducted educational survey at the elementary-, middle-, and high-school levels. To date, approximately 1.5 million American students have participated in the NAEP assessments.

Across the years, The Nation's Report Card has evaluated students' proficiencies in reading, writing, mathematics, science, and social studies, as well as literature, art, music, citizenship, computer competence, and career and occupational development. Several of these subjects have been assessed many times, permitting an analysis of trends in student achievement. In the 1987-88 school year, reading, writing, civics, and geography were assessed, in addition to U.S. history. In total, these assessments involved approximately 130,000 elementary-, middle-, and high-school students from 1,500 schools across the country.

NAEP assessments are developed through a broad-based consensus process involving educators, scholars, and citizens representative of many diverse constituencies and points of view. Panels of experts developed the 1988 U.S. history assessment objectives, propos-

ing goals that they felt students should achieve in the course of their education.[12] After extensive reviews, the objectives were given to item writers who developed assessment questions to fit the specifications set forth in the objectives. A limited set of subject area background questions was prepared, in addition to the general background and cognitive questions, to provide a basis for examining policy-relevant issues. The subject-specific questions asked students for information on the kinds of history instruction they had received, as well as on their education-related activities, attitudes, and resources.

All items for the 1988 assessment — cognitive and background alike — underwent intensive reviews by subject-matter and measurement specialists and by sensitivity reviewers whose purpose was to eliminate any material potentially biased or insensitive toward particular groups. The items were then field tested, revised, and administered to a stratified, multi-stage probability sample selected so that the assessment results could be generalized to the national population.

Following each NAEP assessment, the results are published in reports that describe patterns and trends in achievement in a given subject area. The NAEP reports are widely disseminated to legislators, educators, and others concerned with improving education in this country.

The Nation's Report Card is supported by the U.S. Department of Education, Office of Educational Research and Improvement, and directed by the National Center for Education Statistics. Educational Testing Service has been the grantee for the project since 1983. NAEP is governed by the National Assessment Governing Board, an independent, legislatively defined board.

The 1988 U.S. History Assessment

During the spring of 1986, the Educational Excellence Network and The Nation's Report Card, with support from the National Endowment for the Humanities (NEH), conducted a study of eleventh graders' knowledge of U.S. history. Nearly 8,000 students participated in that earlier study, which was part of the NEH Foundations of Literacy project directed by Diane Ravitch and Chester Finn, Jr. Most of the survey was readministered to a sample of some 2,300 eleventh graders in 1988 to permit an analysis of changes across time in students' factual knowledge of U.S. history.

Also in 1988, from January to May, NAEP conducted its first U.S. history assessment across the grades, as it evaluated the knowledge and understandings of students who were age 9 or in grade 4, age 13 or in grade 8, and age 17 or in grade 12. As part of NAEP's regular ongoing biennial assessment effort, the framework for the 1988 U.S. history assessment was expanded beyond the domain of knowledge of chronology of people, events, and documents to include two additional dimensions. The first addressed the contexts of American history — including political life, economic life, cultural, social, and family life, and intellectual life. The second dimension addressed the reasoning skills necessary

[12] Educational Testing Service, *U.S. History Objectives, 1988 Assessment* (Princeton, NJ: Educational Testing Service, National Assessment of Educational Progress, 1987).

to understand how the record of the past is interpreted and reconstructed. The reasoning skills addressed in the assessment represented two areas — reference skills and interpretation. The chronology dimension used in the 1986 assessment was also recast for the 1988 assessment; the new version covered eight time periods, rather than six, ranging from exploration and colonization to the present.

The objectives and items for the 1988 U.S. history assessment were developed using a broad-based consensus process involving university professors, classroom teachers, social science researchers, school administrators, and curriculum specialists from across the country.

Sampling, Data Collection, and Scoring

The overall structure of the 1988 assessment used a focused-BIB spiral matrix design whereby not all students respond to all items in the assessment. This enables broad coverage of the subject area being assessed while minimizing the burden for any one student. Each assessment booklet required about one hour. First, students were given two background questionnaires — one requesting general background information and the other requesting information on their social studies and U.S. history education. At grade 4, these questionnaires were read to the students, requiring approximately 15 minutes. At grades 8 and 12, students were given five minutes to complete each of the background questionnaires. Second, students were asked to respond to cognitive questions.

Forty-five cognitive questions were administered at grade 4, and 161 questions were administered at each of the upper grades. Some of the items were given only at one grade, while others were given at more than one grade.

Most of the assessment booklets contained three blocks of items in the same subject area, while some booklets contained blocks of items in several subject areas, permitting an analysis of inter-subject correlations. At grade 4, the U.S. history assessment consisted of three 10-minute blocks of items. One booklet contained these three blocks, while several other booklets contained a combination of one block of U.S. history items with blocks of civics and reading items. For grades 8 and 12, the balanced incomplete block (or BIB) part of the 1988 NAEP design assigned the seven 15-minute blocks of U.S. history questions to booklets in such a way that each block appeared in three booklets in each of the three possible positions, and every pair of blocks appeared in one of the seven booklets. Most of the questions were multiple choice, but an open-ended question was also included at grade 8 and another at grade 12. Students were given 15 minutes to respond to these questions, which were given at various positions in the assessment booklet. Approximately 1,800 to 2,600 students responded to each question. The "spiralling" part of the method cycled the booklets for administration with booklets from the other subject areas assessed in 1988 so that typically only a few students in any one session received the same booklet.

Sampling and data collection activities for the 1988 assessment were conducted by WESTAT, Inc. As with all NAEP assessments, the 1988 assessment was based on a deeply stratified, three-stage

sampling design. The first stage involved stratifying primary sampling units (typically aggregates of continuous counties, but sometimes a single county) by region and community type and making a random selection. Second, within each selected unit, public and private schools were enumerated, stratified, and randomly selected. Finally, students were randomly selected from each school for participation in NAEP and then randomly assigned to assessment sessions. TABLE A.1 presents the student and school sample sizes for the 1988 U.S. history assessment of fourth, eighth, and twelfth graders, as well as the school cooperation and student response rates. TABLE A.2 presents the student and school sample sizes for the 1986 and 1988 U.S. history assessment of eleventh graders, as well as school cooperation and student response rates.

All data were collected by a trained field staff. Some students sampled (less than 5 percent) were excluded from the assessment because of limited English proficiency or severe handicap. In 1984, NAEP began collecting descriptive information on these excluded students.

Following the session, the assessment administrators sent completed materials back to ETS for processing. The open-

TABLE A.1 Student and School Sample Sizes, 1988

THE NATION'S REPORT CARD naep

GRADES	NUMBER OF STUDENTS	NUMBER OF SCHOOLS	PERCENT SCHOOLS PARTICIPATING	PERCENT STUDENT COMPLETION
4	3,950	327	88.7	92.8
8	6,462	399	86.6	87.8
12	5,507	304	82.8	78.5
Total	15,919	1,030		

Note: Although sampled schools that refused to participate were replaced, school cooperation rates are computed based on the schools originally selected for participation in the assessments. The student completion rates represent the percentage of students assessed of those invited to be assessed, including in follow-up sessions, when necessary.

TABLE A.2 Student and School Sample Sizes for the Eleventh-Grade Trend Assessments: 1986 and 1988

THE NATION'S REPORT CARD naep

YEAR	NUMBER OF STUDENTS	NUMBER OF SCHOOLS	PERCENT SCHOOLS PARTICIPATING	PERCENT STUDENT COMPLETION
1986	7,812	433	81.0	78.9
1988	2,349	114	78.1	79.2

ended responses were scored by professional readers who were trained to use the evaluative criteria developed for each question. Twenty percent of the responses were scored twice to monitor interreader reliability, and the percentage of exact agreement between readers was 90 percent for the eighth-grade question and 88 percent for the twelfth-grade question. The booklets were then scanned and information was transcribed to the NAEP database. All data collection and processing activities were conducted with attention to rigorous quality control procedures.

Data Analysis

After the U.S. history booklets were scored, the data were weighted to match known population proportions and adjusted for nonresponse. Analyses included computing the percentages of students giving various responses to the questions and estimating the average percentage of students responding correctly to particular sets of items. Because a nationally representative sample of students answered each question, these results are also available for subgroups of students as defined by gender, race/ethnicity, region, and other characteristics (see Data Appendix).

Item response theory (IRT) technology was used to estimate average U.S. history proficiency for the nation and various subpopulations. The main purpose of IRT analysis is to provide a common scale on which performance can be compared across groups and subgroups whether tested at the same time or a number of years apart. It allows NAEP to estimate performance for any group or subgroup even though all respondents did not answer all the questions in the pool. This technology can also be used to estimate the relationships among proficiencies in various subject areas.

IRT defines the probability of answering an item correctly as a mathematical function of proficiency or skill. NAEP's estimated statistics describing national and subgroup proficiency are computed as expected values of the figures that would have been obtained had individual proficiencies been observed, given the data that were in fact observed — that is, responses to the cognitive and background items.[23]

The NAEP assessments also make it possible to examine relationships between student performance and a variety of background factors, relating achievement to one variable or composite variables. In developing background questions for the assessments, NAEP staff and consultants rely on existing educational research. Each question is carefully crafted so that the data it yields can be used to confirm and build on what is known about factors related to academic performance. The analysis of students' responses to the background questions can then be used to highlight particular relationships of interest — for example, the relationship between students' home and school environments and their performance in the NAEP assessments. These analyses, however, do not reveal the underlying causes of these relationships, which may be influenced by a

[23]For theoretical justification of the procedures employed, see Robert J. Mislevy, *ETS Research Bulletin #88-54-ONR: Randomization-based Inferences About Latent Variables from Complex Samples* (Princeton, NJ: Educational Testing Service, 1988). For computational details, see *The NAEP 1987-88 Technical Report* (Princeton, NJ: Educational Testing Service, National Assessment of Educational Progress, 1990).

number of variables. Similarly, the assessments do not capture the influence of unmeasured variables. Therefore, the results are most useful when they are considered in combination with other knowledge about the student population and the educational system, such as trends in instruction, changes in the school-age population, and societal demands and expectations.

Estimating Variability in Proficiency Measures

Since the statistics presented in this report are estimates of population and subpopulation characteristics, rather than the actual (unknown) values of those characteristics, it is important to have measures of the degree of uncertainty of the estimates. There are two components of uncertainty which are accounted for in the standard errors based on the NAEP data: (1) uncertainty due to sampling variability and (2) uncertainty arising because scale scores for each respondent are based on a relatively small number of cognitive items.

The sampling variance provides a measure of the dependence of the results on the particular sample achieved. Because NAEP uses complex sampling procedures, conventional formula for estimating sampling variability that assume simple random sampling are inappropriate. To account for the characteristics of its complex sample design, NAEP uses a jackknife replication procedure to estimate the sampling variability. Briefly, the jackknife procedure estimates the sampling variance of a statistic by repeatedly altering the sample in a controlled manner and recomputing the statistic based on the altered sample.[24] The jackknife variance estimate is based on the variability of the statistics from the altered samples. The square root of the jackknife variance estimate of a statistic is the sampling standard error of that statistic. This standard error includes all possible nonsystematic error associated with administering specific items to designated students in controlled situations.

The jackknifed standard error provides a reasonable measure of uncertainty for any statistic based on values observed without error. Population scores for cognitive items meet this requirement, but scale-score proficiency values do not. Because each student typically responds to relatively few items, there exists a nontrivial amount of imprecision in the measurement of the proficiency values for any given student. This imprecision adds an additional component of variability to statistics based on scale-score proficiency values. This component is estimated by assessing the dependence of the value of the statistic on the particular set of student level estimated proficiencies used in its computation. The measure of the overall variability of a statistic based on scale scores is the sum of the component due to imprecision of measurement and the jackknife sampling variance. The standard error of the statistic is the square root of this sum.

NAEP Reporting Groups

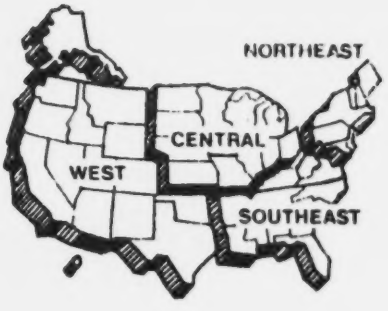
NAEP reports performance for the nation and for groups of students defined by shared characteristics. In addition to national results, this report contains in-

[24] Eugene G. Johnson, "Considerations and Techniques for the Analysis of NAEP Data," *Journal of Educational Statistics*, Vol. No. 4 (December 1989)

formation about subgroups defined by region of the country, sex, race/ethnicity, and size and type of community. The following section defines these and other subpopulations referred to in this report.

Region

The country has been divided into four regions: Northeast, Southeast, Central and West. States included in each region are shown on the following map.



Gender

Results are reported for males and females.

Race/Ethnicity

Results are presented for Black, White, and Hispanic students, based on students' identification of their race/ethnicity according to the following categories: White, Black, Hispanic, Asian or Pacific Islander, American Indian or Alaskan Native, and Other. Although the sample sizes were insufficient to permit separate reliable estimates for all subgroups defined by race/ethnicity, all students were included in computing the national estimates of average U.S. history performance.

Size and Type of Community

Three extreme community types of special interest are defined by an occupational profile of the area served by the school, as well as by the size of the community in which the school is located. This is the only reporting category that excludes a large number of respondents. About two-thirds do not fall into the classifications listed below. Results for the remaining two-thirds are not reported in this breakdown, since their performance was similar to that for the nation.

Advantaged Urban Communities. Students in this group attend schools in or around cities with a population greater than 200,000 where a high proportion of the residents are in professional or managerial positions.

Disadvantaged Urban Communities. Students in this group attend schools in or around cities with a population greater than 200,000 where a high proportion of the residents are on welfare or are not regularly employed.

Rural Communities. Students in this group attend schools in areas with a population below 10,000 where many of the residents are farmers or farm workers.

Race/Ethnicity by Region and Advantaged/Disadvantaged Urban Communities

TABLE A.3 provides information on the cross-section between students' racial/ethnic characteristics and the regions in which they live and the types of communities in which they attend school.

TABLE A.3 **Distribution of White, Black, and Hispanic Students by Region and by Size and Type of Community**

THE NATION'S REPORT CARD naep

	PERCENTAGE OF STUDENTS		
	WHITE	BLACK	HISPANIC
GRADE 4			
Total	70.7 (0.6)	14.5 (0.4)	11.0 (0.4)
REGION			
Northeast	72.9 (2.3)	13.9 (1.8)	9.6 (0.9)
Southeast	61.4 (1.9)	30.0 (1.8)	6.3 (0.7)
Central	83.6 (2.1)	7.5 (1.6)	7.1 (0.9)
West	66.6 (1.8)	6.9 (1.2)	19.4 (1.2)
SIZE AND TYPE OF COMMUNITY			
Advantaged Urban	78.4 (2.6) !	5.7 (1.2) !	9.6 (2.0) !
Disadvantaged Urban	28.2 (6.5)	47.8 (6.5)	20.6 (3.3)
GRADE 8			
Total	71.3 (0.6)	14.5 (0.4)	10.6 (0.3)
REGION			
Northeast	73.8 (3.4)	16.3 (2.9)	7.2 (1.2)
Southeast	71.3 (2.4)	21.3 (2.1)	5.3 (1.5)
Central	77.1 (2.9)	14.7 (2.5)	6.0 (0.8)
West	64.1 (1.9)	6.8 (1.4)	22.1 (1.4)
SIZE AND TYPE OF COMMUNITY			
Advantaged Urban	78.0 (3.9)	9.2 (2.9)	8.8 (3.1)
Disadvantaged Urban	29.6 (6.7)	43.1 (6.2)	22.1 (4.6)
GRADE 12			
Total	73.8 (0.6)	13.6 (0.4)	8.3 (0.4)
REGION			
Northeast	77.5 (2.2)	10.2 (1.3)	7.4 (1.1)
Southeast	69.0 (2.4)	24.1 (2.2)	4.9 (1.3)
Central	82.7 (2.0)	11.1 (1.7)	4.1 (0.7)
West	65.9 (1.6)	10.4 (1.8)	16.1 (1.4)
SIZE AND TYPE OF COMMUNITY			
Advantaged Urban	81.0 (3.0)	5.9 (1.3)	6.4 (1.7)
Disadvantaged Urban	23.8 (7.1)	40.6 (5.0)	32.4 (5.5)

Standard errors are presented in parentheses. The "!" symbol indicates that the data should be interpreted with caution because the standard errors cannot be accurately estimated.

Additional Background Factors

In addition to gathering information on students' gender, race/ethnicity, and the region and type of community in which they live, NAEP collects data from all students on a number of background questions, including the type of school program in which they are enrolled, the number and types of reading materials in the home, the highest level of parents' education, and the amount of time spent on homework. Students participating in the U.S. history assessment were also asked a series of background questions specific to their history course of study. To report students' responses to these questions in a useful way, NAEP has developed composite variables by analyzing students' responses to certain sets of the background questions.

DATA APPENDIX

The tables in this section are provided for those readers who seek additional information on the results from NAEP's 1988 U.S. history assessment of fourth-, eighth-, and twelfth-grade students or from the eleventh-grade trend assessment conducted in 1986 and 1988.

The initial tables provide information on the average history proficiency and levels of proficiency demonstrated by students in grades 4, 8, and 12, including results for the nation as well as for subpopulations of interest. Distributions of performance across percentiles are also presented.

The next set of tables lists the percentages of fourth-, eighth-, and twelfth-grade students who responded correctly to each of the assessment items administered in the 1988 U.S. history assessment. Also included in these tables are the classifications for each item according to the historical time periods, content, and context areas referred to in the body of the report. The item-level results are followed by a set of tables that provide the average percentage of students who responded correctly to the items included in each of the dimensions of history designated. These include the chronology of events, documents, and persons; eight historical time periods; and three context areas —political life, economic life, and, finally, social, cultural, and family life.

The last set of tables in the Data Appendix provides a detailed summary of performance results for the items common to the 1986 and 1988 assessments of eleventh-grade students. Tables are also included that summarize changes across time in the average percentage of students who responded correctly to the items in each dimension of history examined.

Average U.S. History Proficiency for the Nation and Subpopulations, 1988

	Average Proficiency		
	Grade 4	Grade 8	Grade 12
NATION	220.6 (0.9)	263.9 (0.7)	295.0 (1.0)
GENDER			
Male	222.9 (1.2)	266.2 (1.0)	298.5 (1.3)
Female	218.2 (1.0)	261.6 (0.8)	291.8 (1.1)
RACE/ETHNICITY			
White	227.5 (1.0)	270.4 (0.8)	301.1 (1.2)
Black	199.5 (1.9)	246.0 (1.5)	274.4 (1.7)
Hispanic	202.7 (1.7)	244.3 (1.9)	273.9 (1.8)
REGION			
Northeast	222.6 (2.2)	270.1 (1.5)	296.9 (2.5)
Southeast	215.5 (2.1)	258.0 (1.8)	289.2 (1.5)
Central	223.8 (1.5)	265.3 (1.7)	297.9 (1.8)
West	220.7 (1.9)	262.8 (1.5)	295.5 (1.7)
TYPE OF SCHOOL			
Public	219.6 (0.9)	262.3 (0.9)	293.6 (1.1)
Nonpublic	237.4 (4.0)	276.3 (3.7)	305.0 (4.9)
SIZE AND TYPE OF COMMUNITY			
Rural	220.0 (2.6)	266.8 (3.4)	296.2 (3.8)
Disadvantaged urban	198.2 (2.2)	246.2 (2.1)	273.8 (3.2)
Advantaged urban	236.9 (2.6)	275.9 (2.0)	307.8 (3.0)
PARENTS' HIGHEST LEVEL OF EDUCATION			
Not graduated high school	202.7 (2.2)	244.9 (1.7)	274.2 (2.0)
Graduated high school	214.1 (1.3)	256.1 (1.2)	285.3 (1.1)
Some college	228.0 (2.4)	269.1 (1.1)	296.8 (1.1)
Graduated college	231.4 (1.5)	274.9 (0.9)	306.0 (1.6)
READING MATERIALS IN THE HOME			
0-2 items	207.7 (1.2)	246.6 (1.3)	275.0 (1.5)
3 items	220.2 (1.1)	261.3 (1.1)	289.3 (1.4)
4 items	231.1 (1.1)	272.0 (0.8)	302.0 (1.2)
TELEVISION WATCHED PER DAY			
0-2 hours	222.6 (1.3)	269.6 (1.1)	299.0 (1.4)
3-5 hours	225.5 (1.7)	265.0 (0.8)	293.3 (1.0)
6 hours or more	210.8 (1.3)	251.1 (1.6)	276.7 (1.9)

U.S. History Proficiency Means, Standard Deviations, and Percentile Distributions with Standard Errors, 1988

		Average Proficiency		
		Grade 4	Grade 8	Grade 12
NATION	Mean	220.6 (0.9)	263.9 (0.7)	295.0 (1.0)
Standard Deviations		30.0 (0.5)	34.1 (0.4)	36.1 (0.6)
Percentiles	5	169.7 (1.2)	204.3 (2.4)	231.8 (1.0)
	10	181.0 (1.2)	219.0 (1.1)	246.7 (2.3)
	25	201.3 (1.1)	240.9 (1.1)	270.4 (1.2)
	50	221.5 (1.0)	265.0 (0.6)	295.0 (1.1)
	75	240.3 (0.9)	288.8 (0.6)	318.9 (0.8)
	90	258.7 (1.7)	306.6 (1.2)	341.5 (0.8)
	95	268.9 (1.7)	317.2 (0.7)	348.6 (1.4)
MALE				
	Mean	222.9 (1.2)	266.2 (1.0)	298.5 (1.3)
Standard Deviations		30.9 (0.7)	36.0 (0.7)	38.6 (0.8)
Percentiles	5	170.3 (1.5)	202.5 (2.7)	229.2 (3.1)
	10	182.0 (2.0)	218.2 (2.1)	244.7 (2.1)
	25	202.6 (1.4)	242.1 (1.3)	273.3 (2.6)
	50	225.1 (1.8)	267.3 (0.9)	302.0 (4.3)
	75	242.7 (1.4)	291.4 (0.8)	324.4 (2.5)
	90	262.4 (1.6)	311.6 (1.6)	344.6 (0.8)
	95	272.1 (1.8)	320.1 (1.1)	353.9 (2.3)
FEMALE				
	Mean	218.2 (1.0)	261.6 (0.8)	291.8 (1.1)
Standard Deviations		28.8 (0.6)	31.9 (0.5)	33.4 (0.6)
Percentiles	5	169.0 (1.8)	206.2 (3.1)	234.1 (1.8)
	10	180.1 (1.2)	219.8 (1.9)	248.3 (2.0)
	25	199.7 (1.7)	240.1 (1.0)	268.7 (0.9)
	50	218.6 (1.2)	263.3 (0.5)	291.8 (0.8)
	75	238.2 (1.3)	285.7 (1.2)	316.2 (0.6)
	90	253.7 (1.9)	299.8 (1.0)	335.8 (2.2)
	95	264.6 (2.6)	313.4 (1.5)	344.6 (0.7)
WHITE				
	Mean	227.5 (1.0)	270.4 (0.8)	301.1 (1.2)
Standard Deviation		27.0 (0.6)	32.2 (0.6)	34.1 (0.6)
Percentiles	5	181.8 (2.3)	212.9 (1.5)	240.5 (4.7)
	10	192.5 (1.9)	229.5 (1.4)	255.8 (1.7)
	25	209.5 (1.1)	251.4 (2.0)	281.5 (2.0)
	50	229.2 (1.0)	270.8 (1.2)	304.0 (1.6)
	75	244.4 (1.0)	291.8 (0.6)	322.3 (1.4)
	90	262.6 (1.7)	311.2 (1.0)	343.5 (1.1)
	95	271.8 (1.8)	319.3 (0.9)	350.9 (1.4)
BLACK				
	Mean	199.5 (1.9)	246.0 (1.5)	274.4 (1.7)
Standard Deviation		27.7 (1.1)	30.4 (1.0)	33.7 (0.9)
Percentiles	5	154.5 (5.1)	195.2 (3.9)	218.0 (4.5)
	10	163.4 (4.7)	207.5 (3.0)	230.9 (2.7)
	25	180.5 (1.3)	227.5 (2.1)	252.1 (2.2)
	50	199.5 (3.0)	245.1 (1.6)	273.6 (3.4)
	75	217.5 (1.2)	265.3 (1.9)	296.3 (2.5)
	90	236.9 (3.2)	286.7 (1.6)	317.6 (0.9)
	95	244.9 (2.8)	295.0 (2.4)	327.8 (4.6)
HISPANIC				
	Mean	202.7 (1.7)	244.3 (1.9)	273.9 (1.8)
Standard Deviation		28.7 (0.9)	33.7 (0.9)	34.6 (1.2)
Percentiles	5	153.4 (5.9)	187.7 (5.9)	217.1 (4.4)
	10	165.7 (2.8)	202.1 (3.2)	229.7 (2.9)
	25	182.7 (1.3)	221.8 (2.2)	252.3 (3.0)
	50	204.1 (2.5)	244.4 (2.5)	272.7 (3.2)
	75	222.5 (1.6)	266.7 (1.3)	295.8 (2.9)
	90	239.5 (0.9)	288.5 (2.0)	318.6 (1.0)
	95	247.3 (4.0)	296.7 (1.9)	329.1 (7.9)

Standard errors are presented in parentheses. It can be said with 95 percent certainty that the average proficiency of each population of interest is within ± 2 standard errors of the estimated value.

Levels of U.S. History Proficiency for the Nation and Subpopulations, 1988

	Percentage of Students at or above Each Level		
	Grade 4	Grade 8	Grade 12
LEVEL 200			
NATION	76.0 (1.0)	96.0 (0.3)	99.4 (0.0)
GENDER			
Male	77.1 (1.3)	95.6 (0.5)	99.2 (0.2)
Female	74.9 (1.2)	96.5 (0.4)	99.6 (0.1)
RACE/ETHNICITY			
White	84.9 (1.0)	97.4 (0.4)	99.6 (0.1)
Black	49.3 (2.9)	93.2 (1.1)	99.0 (0.4)
Hispanic	54.3 (2.0)	91.2 (1.3)	98.4 (0.5)
REGION			
Northeast	77.1 (2.4)	97.2 (0.6)	99.3 (0.3)
Southeast	69.2 (1.9)	94.9 (0.8)	99.1 (0.3)
Central	82.0 (1.7)	96.5 (0.7)	99.7 (0.2)
West	76.4 (2.0)	95.7 (0.6)	99.6 (0.2)
PARENTS' HIGHEST LEVEL OF EDUCATION			
Not graduated high school	53.8 (3.5)	92.4 (1.1)	98.3 (0.5)
Graduated high school	70.7 (2.4)	94.9 (0.6)	99.5 (0.2)
Some college	82.1 (2.9)	97.7 (0.4)	99.4 (0.3)
Graduated college	86.5 (1.1)	97.8 (0.3)	99.7 (0.1)
SIZE AND TYPE OF COMMUNITY			
Rural	75.4 (3.7)	96.5 (1.0)	100.0 (0.0)
Disadvantaged urban	49.6 (3.1)	91.8 (1.5)	98.5 (0.6)
Advantaged urban	91.0 (2.0)	97.8 (0.7)	99.9 (0.1)
LEVEL 250			
NATION	15.9 (0.9)	67.7 (0.9)	88.9 (0.6)
GENDER			
Male	19.0 (1.3)	69.2 (1.2)	88.3 (0.7)
Female	12.7 (1.0)	66.2 (1.0)	89.4 (0.8)
RACE/ETHNICITY			
White	19.8 (1.2)	75.9 (1.0)	92.7 (0.7)
Black	4.2 (0.8)	44.9 (1.9)	77.3 (1.5)
Hispanic	4.2 (1.0)	43.8 (2.5)	76.1 (2.0)
REGION			
Northeast	18.8 (2.7)	73.7 (2.1)	89.9 (1.6)
Southeast	13.0 (2.0)	61.0 (2.0)	87.4 (0.9)
Central	17.7 (1.5)	69.5 (2.0)	90.8 (1.0)
West	14.7 (1.8)	66.9 (1.5)	87.4 (1.0)
PARENTS' HIGHEST LEVEL OF EDUCATION			
Not graduated high school	4.4 (1.6)	42.8 (2.1)	75.5 (2.0)
Graduated high school	7.4 (1.0)	60.0 (1.8)	85.3 (1.1)
Some college	23.9 (3.2)	75.6 (1.2)	92.1 (0.9)
Graduated college	26.5 (1.7)	79.5 (1.0)	93.3 (4.7)
SIZE AND TYPE OF COMMUNITY			
Rural	14.3 (1.6)	69.4 (4.2)	90.0 (1.8)
Disadvantaged urban	3.2 (0.8)	47.3 (2.6)	77.3 (2.6)
Advantaged urban	28.6 (3.3)	80.2 (2.3)	92.2 (1.7)

	Percentage of Students at or above Each Level		
	Grade 4	Grade 8	Grade 12
LEVEL 300			
NATION	0.2 (0.1)	12.7 (0.5)	45.9 (1.3)
GENDER			
Male	0.3 (0.1)	15.7 (0.8)	50.8 (1.6)
Female	0.1 (0.1)	9.8 (0.6)	41.4 (1.6)
RACE/ETHNICITY			
White	0.3 (0.1)	15.7 (0.6)	52.8 (1.5)
Black	0.0 (0.0)	3.5 (0.7)	21.2 (1.7)
Hispanic	0.0 (0.0)	4.1 (0.8)	23.2 (1.9)
REGION			
Northeast	0.1 (0.1)	17.2 (1.0)	48.6 (3.0)
Southeast	0.1 (0.1)	8.9 (1.2)	37.7 (2.2)
Central	0.2 (0.2)	12.9 (1.0)	49.9 (2.4)
West	0.4 (0.2)	12.1 (0.9)	46.6 (1.8)
PARENTS' HIGHEST LEVEL OF EDUCATION			
Not graduated high school	0.0 (0.0)	3.3 (0.9)	20.8 (2.7)
Graduated high school	0.0 (0.0)	5.8 (0.7)	33.9 (1.6)
Some college	0.7 (0.5)	13.0 (1.2)	48.5 (1.5)
Graduated college	0.3 (0.2)	21.2 (0.9)	58.5 (1.7)
SIZE AND TYPE OF COMMUNITY			
Rural	0.5 (0.5)	17.1 (2.4)	47.3 (6.1)
Disadvantaged urban	0.0 (0.0)	3.7 (0.6)	22.0 (3.4)
Advantaged urban	0.5 (0.3)	21.1 (1.8)	62.0 (3.1)
LEVEL 350			
NATION	0.0 (0.0)	0.1 (0.0)	4.6 (0.5)
GENDER			
Male	0.0 (0.0)	0.2 (0.1)	6.5 (0.7)
Female	0.0 (0.0)	0.0 (0.0)	2.8 (0.4)
RACE/ETHNICITY			
White	0.0 (0.0)	0.1 (0.1)	5.5 (0.6)
Black	0.0 (0.0)	0.0 (0.0)	0.5 (0.2)
Hispanic	0.0 (0.0)	0.0 (0.0)	1.4 (0.5)
REGION			
Northeast	0.0 (0.0)	0.2 (0.2)	6.2 (1.2)
Southeast	0.0 (0.0)	0.1 (0.0)	3.0 (0.6)
Central	0.0 (0.0)	0.1 (0.1)	4.7 (0.8)
West	0.0 (0.0)	0.0 (0.0)	4.2 (0.7)
PARENTS' HIGHEST LEVEL OF EDUCATION			
Not graduated high school	0.0 (0.0)	0.0 (0.0)	1.8 (0.7)
Graduated high school	0.0 (0.0)	0.0 (0.0)	2.4 (0.5)
Some college	0.0 (0.0)	0.1 (0.1)	4.0 (0.7)
Graduated college	0.0 (0.0)	0.2 (0.1)	7.1 (0.9)
SIZE AND TYPE OF COMMUNITY			
Rural	0.0 (0.0)	3.3 (0.9)	4.3 (2.0)
Disadvantaged urban	0.0 (0.0)	5.8 (0.7)	1.7 (0.7)
Advantaged urban	0.0 (0.0)	13.0 (1.2)	9.0 (1.4)

Standard errors are presented in parentheses. Standard errors of less than 0.05 are rounded to 0.0. It can be said with 95 percent certainty that for each population of interest, the percentage of students at or above each level is within ± 2 standard errors of the estimated value.

Percentage of Students Responding Correctly to the U.S. History Assessment Items, 1988*

ITEM DESCRIPTION	CONTEXT	CHRONOLOGY	PERIODS	NATION	MALE	FEMALE	WHITE	BLACK	HISPANIC
Mayflower	3	—	1	92.3 (0.7)	91.8 (0.9)	92.8 (0.7)	94.8 (0.7)	87.1 (1.9)	83.4 (1.8)
The U.N. origination	1	—	7	88.4 (0.8)	89.2 (1.1)	87.7 (1.1)	91.5 (0.8)	82.3 (2.9)	77.3 (2.4)
The reaper	2	—	3	88.2 (0.8)	86.9 (1.2)	89.5 (1.0)	90.9 (0.9)	80.5 (2.8)	81.2 (2.1)
Definition of history	—	—	1	84.6 (0.7)	86.7 (1.1)	82.4 (1.0)	89.2 (0.6)	67.6 (2.6)	75.3 (2.2)
Thanksgiving	3	—	1	84.2 (0.8)	82.1 (1.4)	86.3 (0.9)	88.8 (0.8)	73.6 (2.6)	69.0 (2.5)
New World settlers	2	—	1	84.0 (1.1)	85.9 (1.2)	82.0 (1.5)	88.6 (1.1)	69.6 (3.4)	74.3 (2.8)
1876 invention	2	—	4	83.5 (0.7)	83.5 (1.1)	83.5 (1.2)	86.1 (0.9)	76.8 (2.4)	77.9 (2.2)
American Indian teachings	3	—	1	83.4 (0.9)	85.3 (1.2)	81.5 (1.3)	86.1 (1.0)	75.3 (3.0)	76.8 (1.9)
George Washington	1	1	2	80.1 (1.0)	83.7 (1.2)	76.4 (1.8)	83.1 (1.2)	71.9 (3.3)	70.1 (2.0)
Rancher sends cattle	2	—	1	77.9 (1.1)	79.1 (1.6)	76.7 (1.4)	83.0 (1.2)	62.7 (2.4)	66.8 (2.7)
Identify national bird	3	—	2	76.5 (1.4)	80.1 (1.5)	72.8 (1.7)	78.8 (1.5)	67.7 (2.5)	69.7 (2.8)
Post Office closed	3	—	1	74.6 (1.2)	72.8 (1.7)	76.4 (1.1)	80.1 (1.1)	61.4 (2.5)	57.4 (2.6)
Henry Ford	2	3	5	72.6 (1.1)	74.5 (1.4)	70.8 (1.5)	76.3 (1.1)	64.7 (3.4)	63.6 (2.4)
Factory work	2	—	1	71.0 (1.3)	71.7 (1.7)	70.3 (1.5)	75.8 (1.5)	54.0 (3.1)	62.7 (2.1)
July 4th	1	—	2	70.8 (1.4)	69.3 (1.9)	72.4 (1.5)	75.4 (1.4)	55.1 (3.4)	61.3 (2.6)
Astronaut on moon	2	—	8	66.1 (1.1)	71.3 (1.5)	60.8 (1.5)	68.4 (1.2)	53.1 (2.8)	65.8 (2.4)
Plymouth founding	3	—	1	63.0 (1.4)	63.2 (1.6)	62.8 (1.8)	68.4 (1.6)	47.9 (2.5)	47.1 (2.7)
Paul Revere	1	3	2	62.9 (1.3)	64.2 (1.7)	61.6 (1.8)	66.2 (1.5)	54.1 (3.1)	52.3 (2.5)
Lincoln assassination	1	3	4	62.6 (1.4)	69.2 (1.7)	55.8 (1.9)	69.1 (1.7)	40.0 (2.6)	48.9 (2.4)
Daniel Boone	3	3	1	62.0 (1.4)	68.6 (1.9)	55.3 (2.0)	67.4 (1.7)	43.6 (2.5)	49.3 (2.7)
Thomas Edison	2	3	5	61.4 (1.3)	62.0 (1.8)	60.8 (1.5)	65.0 (1.6)	53.0 (2.3)	48.7 (2.6)
Newspaper headline	2	—	5	61.3 (1.2)	63.7 (1.6)	58.9 (1.5)	66.2 (1.5)	48.1 (2.9)	45.1 (2.2)
Locate shipping town on map	2	—	1	61.3 (1.1)	63.1 (1.6)	59.5 (1.5)	66.0 (1.3)	43.7 (2.7)	54.5 (2.1)
American Revolution	1	—	2	60.8 (1.6)	62.8 (2.1)	58.8 (2.0)	63.2 (1.7)	55.2 (3.8)	51.0 (2.4)
Plantations	3	—	3	57.0 (1.5)	56.7 (1.9)	57.3 (1.7)	58.8 (1.9)	55.4 (2.7)	46.6 (2.6)
Recent invention	2	1	8	56.5 (1.1)	59.3 (1.7)	53.7 (1.6)	61.9 (1.3)	38.0 (2.5)	43.4 (2.8)
American flag	3	—	2	56.5 (1.4)	58.4 (1.7)	54.4 (1.8)	63.2 (1.6)	33.1 (3.2)	39.7 (2.6)
Escape from slavery	1	—	4	55.9 (1.5)	58.2 (1.8)	53.6 (1.8)	56.0 (1.9)	62.5 (2.9)	45.4 (2.0)
Columbus's sailing vessels	3	—	1	55.7 (1.6)	55.8 (2.1)	55.7 (1.6)	59.7 (2.0)	38.1 (3.1)	51.9 (2.2)
What Figures 1 & 2 have in common	3	—	1	52.0 (1.4)	53.2 (1.8)	50.7 (1.8)	55.3 (1.6)	41.2 (2.6)	43.3 (2.0)
Abraham Lincoln	1	3	4	52.0 (1.2)	57.8 (1.7)	46.1 (1.6)	54.9 (1.4)	40.6 (2.2)	45.0 (2.2)
Betsy Ross	3	3	2	51.2 (1.6)	52.4 (2.0)	49.8 (1.9)	55.2 (2.1)	41.1 (2.7)	37.2 (2.4)
Political parties	1	—	6	50.8 (1.5)	52.0 (2.3)	49.5 (1.5)	55.8 (1.7)	37.0 (3.0)	34.9 (2.5)
Benjamin Franklin	3	3	2	50.1 (1.2)	50.8 (1.7)	49.4 (1.3)	55.7 (1.4)	36.5 (3.2)	32.6 (2.4)
Telegraph	2	—	3	47.8 (1.2)	47.0 (1.5)	48.7 (1.8)	52.8 (1.4)	31.9 (2.5)	35.0 (2.3)
Declaration of Independence	1	1	2	46.0 (1.1)	48.3 (1.4)	43.7 (1.6)	48.3 (1.3)	38.8 (2.5)	39.3 (1.9)
Statue of Liberty	3	—	5	44.9 (1.2)	48.3 (1.6)	41.5 (1.7)	50.0 (1.6)	28.4 (2.4)	31.3 (2.2)
Franklin D. Roosevelt	1	3	6	42.0 (1.3)	41.2 (1.7)	42.9 (1.4)	45.5 (1.5)	33.1 (2.7)	30.0 (2.7)
Declaration of Independence	1	2	2	41.2 (1.6)	43.3 (2.1)	39.1 (1.6)	44.2 (1.8)	31.5 (2.6)	33.0 (2.7)
Thomas Jefferson	1	3	2	39.6 (1.5)	40.9 (2.0)	38.4 (1.5)	41.9 (1.8)	34.3 (2.7)	29.9 (2.4)
Revolutionary War	1	1	2	38.1 (1.3)	41.8 (2.1)	34.3 (1.6)	41.2 (1.6)	27.7 (2.5)	32.0 (2.0)
Christopher Columbus	2	3	1	36.4 (1.5)	39.7 (2.1)	33.0 (1.7)	38.2 (1.9)	27.2 (2.3)	32.6 (2.5)
Adolf Hitler	1	3	7	36.0 (1.4)	42.3 (2.0)	29.7 (1.7)	40.0 (1.6)	21.6 (1.9)	29.0 (2.9)
Result of Industrial Revolution	2	—	3	33.0 (1.0)	33.0 (1.4)	33.1 (1.3)	34.6 (1.3)	30.0 (2.1)	26.7 (2.5)
Alaska	3	—	2	32.7 (1.3)	39.0 (1.8)	26.3 (1.6)	35.5 (1.6)	21.6 (2.9)	26.6 (2.6)
Average Percentage of Students Responding Correctly				61.1 (0.6)	62.9 (0.8)	59.3 (0.6)	64.8 (0.6)	49.7 (1.3)	51.0 (0.8)

CONTEXT

1 - Political Life
2 - Economic Life
3 - Cultural, Social, and Family Life

CHRONOLOGY OF EVENTS, DOCUMENTS, PERSONS

1 - Chronology of Events
2 - Documents
3 - Persons

HISTORICAL PERIODS

1 - Exploration and Colonization: up to 1763
2 - The Revolutionary Era: the Constitution, and the New Republic: 1763-1815
3 - Economic and Social Development of the Antebellum Republic: 1790-1861
4 - Crisis of the Union: Origins of the War, the War, and Reconstruction: 1850-1877
5 - The Rise of Modern America and World War I: 1877-1920
6 - The United States: 1920-1941
7 - World War II and the Postwar Era: 1931-1968
8 - Modern Post-Industrial Era: 1968 to the Present

*Only the central topics of the items used in the 1988 U.S. history assessment are presented here; the full text of the items must be kept secure because some will be used in future assessments. Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each population of interest, the percentage of students who responded correctly to each item is within ± 2 standard errors of the estimated value.

GRADE 4

Average Percentage of Students Responding Correctly to the Items in Each Dimension of U.S. History Assessed, 1988

DIMENSION	NATION	MALE	FEMALE	WHITE	BLACK	HISPANIC
CHRONOLOGY OF EVENTS						
Average Percent Correct	55.2 (0.8)	58.3 (1.0)	52.0 (1.0)	58.6 (0.9)	44.1 (1.4)	46.2 (1.1)
Difference		3.1 (0.7)	-3.2 (0.7)	3.4 (0.3)	-11.1 (1.3)	-9.0 (1.1)
DOCUMENTS						
Average Percent Correct	41.2 (1.6)	43.3 (2.1)	39.1 (1.6)	44.2 (1.8)	31.5 (2.6)	33.0 (2.7)
Difference		2.1 (1.0)	-2.1 (1.0)	3.0 (0.6)	-9.7 (2.3)	-8.2 (2.4)
PERSONS						
Average Percent Correct	52.4 (0.7)	55.3 (1.0)	49.5 (0.7)	56.3 (0.8)	40.8 (1.3)	41.6 (1.0)
Difference		2.9 (0.5)	-2.9 (0.6)	3.9 (0.3)	-11.6 (1.2)	-10.8 (1.0)
EXPLORATION AND COLONIZATION						
Average Percent Correct	70.2 (0.7)	71.4 (0.9)	69.0 (0.7)	74.4 (0.7)	56.6 (1.4)	60.3 (1.1)
Difference		1.2 (0.5)	-1.2 (0.5)	4.2 (0.3)	-13.5 (1.3)	-9.9 (1.1)
REVOLUTIONARY ERA						
Average Percent Correct	54.3 (0.7)	56.5 (1.0)	52.1 (0.7)	57.8 (0.8)	43.7 (1.5)	44.2 (0.8)
Difference		2.2 (0.5)	-2.2 (0.5)	3.5 (0.3)	-10.6 (1.4)	-10.1 (1.0)
ANTEBELLUM REPUBLIC						
Average Percent Correct	56.5 (0.7)	55.9 (0.9)	57.1 (0.9)	59.3 (0.9)	49.5 (1.4)	47.4 (1.1)
Difference		-0.6 (0.6)	0.6 (0.6)	2.8 (0.4)	-7.0 (1.4)	-9.2 (1.1)
CRISIS OF THE UNION						
Average Percent Correct	63.5 (0.7)	67.2 (1.0)	59.7 (0.9)	66.5 (0.9)	55.0 (1.7)	54.3 (1.2)
Difference		3.7 (0.6)	-3.7 (0.6)	3.0 (0.4)	-8.5 (1.6)	-9.2 (1.2)
RISE OF MODERN AMERICA/WORLD WAR I						
Average Percent Correct	60.1 (0.8)	62.1 (1.1)	58.0 (0.9)	64.3 (0.9)	48.6 (1.9)	47.2 (1.5)
Difference		2.0 (0.5)	-2.1 (0.6)	4.3 (0.5)	-11.5 (1.7)	-12.9 (1.4)
THE UNITED STATES, 1929-1941						
Average Percent Correct	46.4 (1.1)	46.6 (1.7)	46.2 (1.1)	50.6 (1.3)	35.0 (2.1)	32.5 (1.7)
Difference		0.2 (0.9)	-0.2 (0.9)	4.2 (0.5)	-11.4 (2.1)	-13.9 (1.4)
WORLD WAR II/POSTWAR ERA						
Average Percent Correct	62.2 (0.9)	65.7 (1.4)	58.7 (1.0)	65.8 (1.0)	52.0 (1.8)	53.1 (2.0)
Difference		3.5 (0.8)	-3.6 (0.8)	3.5 (0.4)	-10.2 (1.5)	-9.1 (1.9)
MODERN POST-INDUSTRIAL ERA						
Average Percent Correct	61.3 (0.9)	65.3 (1.1)	57.2 (1.1)	65.2 (1.0)	45.5 (2.0)	54.6 (1.9)
Difference		4.0 (0.7)	-4.1 (0.7)	3.9 (0.5)	15.8 (1.6)	-6.7 (2.0)
POLITICAL LIFE						
Average Percent Correct	55.2 (0.7)	57.6 (1.0)	52.7 (0.6)	58.4 (0.8)	45.7 (1.4)	45.3 (0.9)
Difference		2.4 (0.5)	-2.5 (0.5)	3.3 (0.3)	-9.4 (1.2)	-9.9 (0.9)
ECONOMIC LIFE						
Average Percent Correct	64.2 (0.6)	65.3 (0.8)	63.1 (0.7)	68.1 (0.7)	52.3 (1.4)	54.8 (0.9)
Difference		1.1 (0.4)	-1.1 (0.4)	3.9 (0.3)	-11.9 (1.2)	-9.4 (0.9)
CULTURAL, SOCIAL, AND FAMILY LIFE						
Average Percent Correct	62.6 (0.7)	64.4 (0.9)	60.9 (0.8)	66.6 (0.8)	50.3 (1.3)	51.7 (1.0)
Difference		1.7 (0.5)	-1.8 (0.5)	4.0 (0.3)	-12.3 (1.3)	-10.9 (1.1)

"Difference" refers to the difference between the nation and subpopulations.

Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each population of interest, the average percent correct is within ± 2 standard errors of the estimated value.

GRADE 8

Percentage of Students Responding Correctly to the U.S. History Assessment Items, 1988

ITEM DESCRIPTION	CONTEXT	CHRONOLOGY	PERIODS	NATION	MALE	FEMALE	WHITE	BLACK	HISPANIC
Thanksgiving	3	-	1	97 9 (0 3)	96 3 (0 6)	99 4 (0 2)	98 0 (0 5)	97 7 (0 8)	97 0 (1 0)
Definition of history	-	-	1	97 1 (0 3)	96 2 (0 6)	97 9 (0 4)	98 0 (0 3)	96 2 (1 2)	92 5 (1 8)
The reaper	2	-	3	95 2 (0 6)	93 0 (1 1)	97 2 (0 5)	95 7 (0 7)	95 0 (1 6)	93 3 (1 5)
Mayflower	3	-	1	94 1 (0 5)	92 9 (0 8)	95 3 (0 6)	95 6 (0 6)	91 4 (1 3)	88 6 (1 6)
July 4th	1	-	2	93 7 (0 6)	91 8 (1 1)	95 4 (0 7)	94 8 (0 7)	89 6 (1 8)	91 7 (1 4)
The U.N. origination	1	-	7	93 2 (0 5)	92 8 (0 9)	93 7 (0 7)	94 7 (0 4)	89 5 (1 4)	88 5 (1 7)
Western Trail	2	-	3	92 3 (0 6)	91 3 (0 9)	93 3 (0 8)	93 4 (0 7)	90 2 (1 6)	87 7 (1 6)
George Washington	1	1	2	91 0 (0 8)	92 0 (0 9)	90 1 (1 1)	92 7 (0 8)	86 8 (1 8)	84 6 (2 1)
Rancher at #3 would send cattle	2	-	1	90 8 (0 9)	89 4 (1 2)	92 2 (1 0)	93 1 (0 9)	83 1 (2 4)	85 6 (2 5)
1876 invention	2	-	4	90 8 (0 6)	88 8 (1 0)	92 8 (0 8)	91 3 (0 8)	90 9 (1 6)	86 0 (2 5)
Post Office closed	3	-	1	90 1 (0 8)	88 7 (1 2)	91 6 (1 0)	92 3 (0 8)	83 5 (2 4)	87 1 (2 2)
New World settlers	2	-	1	90 1 (0 6)	90 7 (0 9)	89 5 (0 8)	92 2 (0 7)	86 1 (1 7)	81 3 (2 3)
Political parties	1	-	6	88 4 (0 6)	86 8 (0 9)	90 0 (1 0)	91 9 (0 8)	81 7 (2 4)	73 4 (2 2)
Henry Ford	2	3	5	88 3 (0 8)	90 0 (1 1)	86 8 (1 0)	91 0 (0 9)	81 9 (2 8)	81 3 (2 4)
American Indian teachings	3	-	1	88 0 (0 8)	89 5 (1 1)	86 5 (1 0)	90 5 (0 9)	78 4 (2 2)	82 5 (2 3)
Sara Stetson	3	-	1	87 8 (1 1)	84 5 (1 6)	90 9 (1 0)	90 5 (1 2)	81 5 (2 1)	77 5 (3 3)
Escape from slavery	1	-	4	87 7 (1 0)	86 4 (1 5)	89 0 (1 1)	90 0 (1 2)	87 0 (2 0)	74 2 (3 0)
Paul Revere	1	3	2	87 6 (1 0)	89 0 (1 5)	86 2 (1 3)	90 1 (1 2)	80 5 (2 3)	82 0 (2 7)
Space shuttle	2	1	8	87 5 (0 7)	87 0 (1 0)	88 1 (0 9)	93 1 (0 6)	72 7 (3 5)	72 1 (2 4)
Labor Day	2	-	5	87 4 (0 8)	85 3 (1 3)	89 4 (0 9)	91 2 (0 7)	76 5 (2 8)	76 4 (2 9)
Unemployment	2	-	6	87 3 (0 8)	85 4 (1 2)	89 2 (0 9)	88 6 (1 0)	86 5 (1 5)	80 2 (2 8)
Identify national bird	3	-	2	86 3 (1 2)	89 7 (1 0)	82 9 (1 6)	88 7 (1 2)	78 5 (2 7)	78 6 (1 9)
Nineteenth amendment to Constitution	1	2	5	86 2 (0 7)	85 5 (0 9)	86 9 (1 1)	87 2 (0 7)	85 3 (2 4)	83 0 (2 1)
Plantations	3	-	3	85 5 (0 7)	83 6 (1 0)	87 3 (1 0)	87 5 (0 9)	82 8 (2 2)	75 0 (3 1)
Lincoln assassination	1	3	4	84 0 (0 9)	87 7 (1 0)	80 5 (1 3)	86 7 (1 1)	78 1 (2 6)	74 9 (2 0)
Daniel Boone	3	3	1	83 7 (1 2)	86 3 (1 4)	81 3 (1 6)	87 8 (1 4)	71 9 (2 7)	72 9 (2 6)
1849 Gold Rush	2	1	3	83 6 (0 8)	84 4 (1 1)	82 7 (1 1)	88 2 (0 8)	71 2 (2 6)	68 8 (2 3)
Christopher Columbus	2	3	1	83 6 (0 9)	83 5 (1 1)	83 7 (1 1)	87 3 (0 9)	73 0 (3 0)	70 1 (3 5)
Cotton production increase	2	-	4	83 4 (0 9)	83 2 (1 2)	83 6 (1 3)	85 3 (1 0)	77 3 (2 7)	78 3 (2 7)
Factory work	2		1	82 6 (1 0)	82 9 (1 3)	82 3 (1 5)	85 5 (1 1)	74 2 (2 3)	76 3 (2 7)
Benjamin Franklin	3	3	2	82 2 (0 8)	85 1 (1 1)	79 4 (1 3)	86 7 (0 8)	68 5 (2 9)	72 2 (2 6)
Plymouth founding	3	-	1	81 2 (1 0)	80 7 (1 4)	81 6 (1 4)	84 4 (1 0)	75 0 (3 2)	69 3 (4 1)
Dodge City route	2	-	3	80 7 (0 8)	80 8 (1 0)	80 6 (1 3)	82 4 (1 2)	75 4 (2 5)	77 4 (2 7)
Social Security Act	2	-	6	80 1 (1 0)	77 9 (1 4)	82 4 (1 3)	81 4 (1 3)	79 8 (2 2)	72 2 (2 2)
Telegraph	2	-	3	79 8 (1 0)	78 2 (1 6)	81 4 (1 1)	83 4 (1 2)	69 6 (2 9)	69 6 (3 3)
Adolf Hitler	1	3	7	79 5 (1 1)	84 8 (1 4)	74 6 (1 6)	83 2 (1 3)	67 6 (3 6)	71 2 (2 4)
Martin Luther King, Jr. principles	3	3	7	79 2 (0 9)	79 1 (1 4)	79 4 (1 2)	80 6 (1 0)	80 7 (2 4)	67 6 (2 4)
Locate Rocky Mountains on map	3	-	1	78 4 (1 2)	78 5 (1 5)	78 2 (1 5)	80 4 (1 4)	76 2 (2 3)	69 5 (2 7)
American flag	3	-	2	78 1 (1 1)	77 5 (1 5)	78 8 (1 4)	83 4 (1 4)	61 0 (3 0)	65 2 (3 4)
Locate shipping town on map	2		1	76 6 (1 1)	78 4 (1 5)	74 9 (1 5)	82 1 (1 2)	56 9 (3 2)	66 0 (2 5)
Thomas Edison	2	3	5	76 2 (1 2)	77 6 (1 5)	74 8 (1 6)	79 7 (1 3)	68 2 (2 5)	63 1 (2 6)
M.L. King, Jr. quotation	3	2	7	75 8 (1 5)	71 8 (2 1)	79 5 (1 8)	75 5 (1 8)	82 5 (1 8)	69 1 (3 1)
Settlers	3	-	3	75 6 (1 1)	76 7 (1 4)	74 5 (1 7)	79 4 (1 3)	60 4 (3 0)	65 7 (2 7)
Astronaut on moon	3	-	8	75 2 (1 1)	78 0 (1 5)	72 7 (1 6)	76 8 (1 3)	68 4 (2 4)	72 5 (2 9)
Declaration of Independence	1	1	2	75 1 (1 2)	78 3 (1 4)	72 0 (1 7)	77 9 (1 5)	69 6 (2 5)	65 3 (2 8)
Columbus's sailing vessels	3	-	1	75 0 (1 5)	71 7 (1 8)	78 2 (1 8)	78 4 (1 6)	64 6 (4 0)	68 3 (3 0)
Legal rights of slaves	1	1	4	75 0 (1 0)	73 7 (1 4)	76 5 (1 2)	79 2 (1 2)	66 9 (2 5)	59 5 (3 7)
Thomas Jefferson	1	3	2	74 1 (1 1)	75 1 (1 7)	73 2 (1 5)	78 7 (1 4)	60 0 (3 0)	62 3 (3 1)
Statue of Liberty	3	-	5	74 1 (1 4)	77 3 (1 8)	71 0 (1 7)	77 9 (1 7)	61 2 (2 3)	65 0 (3 3)
Civil War battles	3	-	4	73 9 (1 4)	69 6 (2 2)	78 1 (1 4)	79 5 (1 7)	63 0 (2 3)	56 9 (3 1)
Harriet Tubman	3	3	4	73 6 (1 1)	71 3 (1 6)	75 7 (1 3)	74 4 (1 3)	77 7 (2 2)	61 7 (2 3)
Washington commanded American Army	1	3	2	73 1 (1 1)	79 1 (1 3)	67 4 (1 7)	77 9 (1 3)	59 6 (2 6)	58 4 (2 7)
Letter written during Civil War	3	-	4	72 6 (1 0)	74 7 (1 4)	70 6 (1 4)	75 6 (1 1)	60 3 (2 8)	65 7 (2 9)
Women and voting	1	-	5	72 2 (0 9)	71 9 (1 0)	72 4 (1 4)	74 3 (1 2)	68 3 (2 1)	64 7 (2 7)
Abraham Lincoln	1	3	4	72 2 (1 2)	78 0 (1 4)	66 7 (1 8)	74 9 (1 3)	61 9 (3 5)	66 5 (2 2)
Hiroshima	1	-	7	72 2 (1 2)	71 3 (1 8)	73 1 (1 4)	75 1 (1 5)	64 3 (3 2)	65 9 (2 8)
U.S. legal system	1	-	1	71 0 (1 0)	72 7 (1 4)	69 1 (1 2)	74 8 (1 2)	59 4 (2 6)	62 9 (3 1)
What figures 1 & 2 have in common	3	-	1	70 5 (1 4)	69 7 (2 0)	71 2 (1 9)	74 2 (1 8)	62 8 (2 7)	57 3 (3 1)
Purpose of Declaration of Independence	1	2	2	70 5 (1 1)	72 3 (1 3)	68 5 (1 5)	74 2 (1 2)	58 5 (2 6)	63 6 (2 7)
Revolutionary War	1	1	2	70 3 (1 4)	75 2 (1 7)	65 7 (1 9)	74 3 (1 7)	55 7 (2 6)	61 2 (2 8)
Women and voting	1	1	5	69 8 (1 3)	64 6 (1 9)	74 6 (1 5)	72 4 (1 7)	61 8 (2 5)	62 3 (2 9)
Puritans	3	-	1	68 9 (1 4)	68 7 (1 8)	69 1 (1 6)	73 5 (1 7)	56 9 (2 7)	54 6 (2 4)
Ocean crossing	2	-	*	68 3 (1 3)	72 1 (1 7)	64 1 (1 5)	73 0 (1 5)	54 9 (2 8)	56 9 (2 7)
Jamestown	1	1	1	68 1 (1 3)	70 4 (1 7)	65 9 (1 7)	73 4 (1 5)	54 4 (3 3)	51 3 (3 5)
Locate Mississippi River	3		1	67 2 (1 2)	72 3 (1 5)	62 4 (1 9)	72 3 (1 6)	47 5 (2 6)	55 3 (3 4)
Boston Tea Party	1	-	2	66 9 (1 3)	68 1 (1 7)	65 7 (1 8)	72 8 (1 6)	52 4 (2 5)	51 5 (2 4)
Slavery	1	1	5	66 8 (1 1)	70 5 (1 7)	63 1 (1 6)	71 1 (1 4)	50 8 (2 7)	57 0 (3 3)
Declaration of Independence	1	2	2	65 6 (1 2)	67 0 (1 7)	64 3 (1 7)	70 0 (1 4)	51 6 (2 8)	50 3 (3 8)
Franklin D. Roosevelt	1	3	6	65 0 (1 3)	66 1 (1 8)	64 0 (2 0)	68 8 (1 6)	55 9 (3 5)	54 2 (3 1)
Cotton	2	-	3	64 3 (1 3)	65 6 (1 6)	62 8 (1 7)	66 5 (1 8)	62 7 (2 6)	50 8 (3 1)
People moved from farms to cities, 1860	2	-	8	64 2 (1 2)	64 4 (1 8)	64 0 (1 4)	69 8 (1 5)	45 1 (2 6)	51 1 (2 9)
Paul Revere	1	3	2	63 9 (1 3)	68 2 (1 5)	59 9 (1 6)	69 2 (1 6)	45 1 (2 9)	50 6 (3 5)
American Revolution	1	-	2	63 5 (1 2)	68 8 (1 4)	58 3 (1 8)	67 8 (1 5)	51 7 (2 6)	47 6 (3 0)

Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each population of interest, the percentage of students who responded correctly to each item is within ± 2 standard errors of the estimated value.

Percentage of Students Responding Correctly to the U.S. History Assessment Items, 1988

ITEM DESCRIPTION	CONTEXT	CHRONOLOGY	PERIODS	NATION	MALE	FEMALE	WHITE	BLACK	HISPANIC
Gold rush and movement west	2	1	3	63.5 (1.1)	66.4 (1.7)	60.7 (1.3)	66.5 (1.4)	52.7 (2.5)	53.8 (3.2)
Spanish	3	-	8	63.2 (1.6)	60.2 (1.6)	66.2 (2.0)	67.6 (2.0)	44.8 (3.0)	57.4 (3.2)
Abolitionist	1	-	4	62.9 (1.3)	62.1 (1.8)	63.7 (1.7)	65.4 (1.6)	58.0 (2.6)	53.7 (3.0)
Income tax	2	-	8	61.7 (1.5)	60.8 (1.9)	62.6 (1.8)	63.3 (1.8)	57.7 (2.6)	58.0 (2.6)
Watergate scandal	1	1	8	61.5 (1.4)	63.5 (1.7)	59.3 (1.8)	65.8 (1.7)	48.4 (2.9)	52.5 (2.4)
Betsy Ross	3	3	2	61.5 (1.6)	61.9 (2.2)	61.2 (2.2)	67.0 (2.0)	46.0 (3.4)	42.7 (2.7)
Accurate statement	2	-	3	59.7 (1.6)	58.3 (2.0)	61.0 (2.1)	64.0 (1.8)	46.2 (3.1)	42.7 (4.9)
Thomas Paine	1	3	2	59.3 (1.2)	62.2 (1.9)	56.6 (1.6)	62.0 (1.4)	49.6 (2.9)	53.6 (2.8)
American Indian and U.S. government treaty	3	-	2	59.3 (1.3)	61.8 (1.5)	56.9 (2.0)	63.9 (1.8)	45.4 (2.7)	47.0 (3.6)
Brown v. *Board of Education*	3	2	7	59.1 (1.3)	60.3 (1.6)	57.7 (1.5)	60.8 (1.6)	52.8 (2.7)	53.7 (2.7)
Industrial Revolution	2	-	3	58.9 (1.2)	61.3 (1.7)	56.6 (1.8)	63.3 (1.6)	45.1 (2.5)	46.4 (3.9)
Confederates	1	-	4	58.9 (1.3)	63.7 (1.8)	54.1 (1.8)	64.4 (1.6)	39.1 (2.9)	45.2 (2.8)
Settlement of West	2	-	5	58.7 (1.6)	61.9 (2.1)	55.8 (2.0)	62.6 (2.0)	47.8 (3.1)	49.1 (3.1)
Governor Bradford's grandson	3	-	1	58.5 (1.4)	57.1 (2.3)	59.8 (1.6)	62.5 (1.7)	45.1 (2.9)	47.3 (3.1)
Rosa Parks	3	3	7	58.3 (1.2)	55.9 (1.8)	60.7 (1.9)	61.4 (1.4)	56.2 (3.2)	43.6 (2.9)
Revolutionary War	1	2	2	58.0 (1.2)	62.0 (1.7)	53.6 (1.5)	60.7 (1.5)	49.7 (2.6)	51.1 (2.7)
Flying before interstate highway system	2	-	8	57.4 (1.1)	60.6 (1.5)	54.3 (1.6)	61.9 (1.4)	46.9 (3.0)	47.1 (3.0)
Plantation economy	2	-	3	56.5 (1.5)	57.5 (1.7)	55.7 (1.8)	59.5 (1.9)	47.6 (2.4)	47.1 (2.6)
Gerald Ford	1	3	8	56.4 (1.2)	58.4 (1.6)	54.4 (2.2)	59.4 (1.6)	49.4 (2.9)	48.0 (2.9)
Preamble quotation	1	2	2	56.3 (1.8)	55.3 (2.1)	57.3 (2.2)	57.8 (2.1)	52.0 (4.1)	49.4 (3.3)
Articles of Confederation-Revolutionary War	1	2	2	54.7 (0.9)	56.2 (1.7)	53.2 (1.4)	57.4 (1.2)	46.8 (2.8)	43.4 (2.0)
Stamp Act	1	2	2	54.6 (1.3)	54.8 (1.5)	54.3 (1.7)	57.1 (1.5)	43.2 (2.7)	47.9 (2.9)
Panama Canal	1	3	5	54.1 (1.5)	55.8 (2.1)	52.4 (2.0)	58.5 (1.9)	37.3 (3.4)	45.4 (3.3)
Waterwheels	2	-	1	54.1 (1.2)	56.2 (1.9)	52.1 (1.6)	59.5 (1.5)	37.7 (3.4)	42.3 (3.4)
Great Depression	2	1	6	53.0 (1.2)	55.7 (1.6)	50.1 (1.5)	58.1 (1.5)	37.4 (2.7)	42.8 (2.7)
Eleanor Roosevelt	1	3	6	52.7 (1.1)	50.0 (1.8)	55.3 (1.8)	55.4 (1.4)	47.4 (3.0)	43.2 (2.8)
American Indians coming to America	3	1	1	52.5 (1.2)	58.8 (1.5)	45.7 (1.5)	57.2 (1.6)	35.2 (2.2)	43.1 (2.8)
Farming	2	1	8	52.4 (1.5)	51.6 (2.1)	53.2 (2.0)	57.0 (1.9)	39.0 (3.2)	39.1 (3.8)
Louisiana Purchase	1	-	2	51.6 (1.3)	54.6 (1.5)	48.4 (1.9)	57.1 (1.5)	36.7 (2.5)	36.2 (2.8)
Policy re. American indian reservations	1	1	4	51.6 (1.2)	54.9 (1.7)	48.1 (1.7)	56.5 (1.5)	36.2 (2.1)	42.4 (3.3)
Watergate	1	3	8	51.5 (1.1)	56.2 (1.4)	47.0 (1.6)	53.5 (1.3)	49.0 (2.4)	38.9 (2.7)
Agriculture to industry	2	1	5	51.1 (1.1)	51.2 (1.8)	51.0 (1.6)	53.9 (1.4)	43.5 (3.1)	46.8 (2.4)
Salem, Massachusetts	3	-	1	49.8 (1.3)	51.2 (1.7)	48.2 (1.6)	53.7 (1.5)	37.5 (3.0)	40.0 (3.4)
Bill of Rights	1	2	2	49.2 (1.3)	48.0 (1.7)	50.5 (1.6)	52.1 (1.5)	44.5 (2.7)	37.5 (2.5)
Martin Luther King, Jr. nonviolence	1	3	7	48.3 (1.1)	48.8 (1.7)	47.7 (1.6)	47.7 (1.4)	59.3 (3.2)	37.1 (2.8)
Brown, Turner, and Prosser	3	3	4	47.7 (1.6)	49.1 (2.1)	46.3 (2.1)	51.3 (2.0)	38.9 (3.8)	36.6 (2.8)
Alaska	3	-	2	47.6 (1.8)	55.3 (2.2)	40.5 (1.9)	52.2 (2.4)	30.4 (2.2)	35.9 (3.4)
Martin Luther King, Jr.	3	3	7	47.6 (1.3)	49.9 (1.7)	45.4 (1.7)	43.8 (1.9)	66.0 (2.2)	42.5 (2.4)
Freedom of press	3	2	2	47.0 (1.1)	47.3 (1.4)	46.7 (1.5)	50.3 (1.4)	36.8 (2.1)	38.2 (3.0)
NW Ordinance	1	-	2	46.8 (1.5)	50.4 (2.1)	43.4 (1.8)	49.8 (1.9)	37.7 (3.7)	39.8 (3.4)
U.S. foreign policy goal after WWII	1	1	7	46.6 (1.2)	49.9 (1.7)	43.4 (1.6)	49.8 (1.4)	37.7 (2.7)	36.4 (2.1)
Poster expresses opinion	1	-	4	46.4 (1.6)	47.4 (2.1)	45.3 (2.0)	51.5 (1.9)	30.1 (3.5)	35.3 (3.7)
Great Britain	1	-	7	45.4 (1.4)	52.7 (1.7)	38.6 (2.1)	49.6 (1.9)	29.7 (2.7)	41.0 (3.5)
Fishing and ships	2	-	3	44.6 (1.1)	46.6 (1.6)	42.6 (1.9)	48.5 (1.5)	31.9 (2.7)	33.2 (2.6)
Not guaranteed by Bill of Rights	1	2	2	44.1 (1.4)	43.4 (1.8)	44.8 (1.9)	47.8 (1.8)	31.7 (3.1)	37.8 (2.7)
First moving assembly line	2	1	5	43.8 (1.4)	50.7 (1.8)	37.4 (2.0)	47.5 (1.9)	29.3 (2.9)	39.2 (2.9)
Population movement during the 1800s	2	1	3	43.3 (0.9)	51.9 (1.5)	35.3 (1.2)	48.0 (1.2)	27.5 (2.1)	33.3 (2.6)
Immigration patterns before 1800	3	1	2	43.1 (1.1)	44.8 (1.9)	41.4 (1.4)	45.5 (1.4)	34.7 (2.3)	40.5 (3.0)
Secession	1	-	4	42.8 (1.3)	43.2 (1.8)	42.4 (1.7)	47.7 (1.5)	30.0 (2.5)	24.6 (3.0)
Amendment of 1920 gave women the vote	1	1	5	42.2 (1.3)	40.2 (1.8)	44.1 (1.6)	44.2 (1.6)	37.8 (2.5)	36.7 (2.6)
Shipping and the War of 1812	1	-	2	42.0 (1.2)	45.5 (1.7)	38.7 (1.6)	43.2 (1.5)	36.7 (2.4)	40.0 (3.4)
Mason-Dixon line	3	-	4	41.8 (1.3)	42.7 (1.7)	41.0 (1.3)	45.9 (1.4)	33.4 (3.0)	29.9 (2.8)
Early 1800s U.S. industry	2	1	3	41.4 (1.1)	44.8 (1.9)	38.2 (1.7)	45.9 (1.3)	26.7 (2.3)	34.2 (2.8)
1929 unemployment	2	-	6	41.1 (1.1)	45.1 (1.7)	37.4 (1.6)	44.3 (1.3)	31.8 (3.1)	30.9 (3.4)
The New Deal	1	3	6	40.3 (1.7)	41.0 (2.4)	39.6 (1.9)	41.6 (1.9)	35.3 (2.5)	38.3 (3.4)
French exploration of Canada	1	-	1	40.0 (1.2)	42.8 (1.6)	37.5 (1.7)	43.4 (1.4)	27.0 (2.2)	32.2 (2.3)
Sandra Day O'Connor	1	3	8	39.3 (1.1)	38.8 (1.6)	39.9 (1.7)	42.3 (1.4)	26.9 (2.3)	38.1 (2.8)
Rockefeller and Standard Oil	2	3	5	39.2 (1.3)	43.6 (1.8)	35.1 (1.3)	41.2 (1.7)	36.8 (3.3)	26.7 (2.2)
Checks and balances	1	-	2	38.9 (1.6)	37.0 (2.0)	40.7 (1.8)	42.9 (1.9)	27.8 (3.4)	26.5 (2.7)
Japanese-American internment during WWII	1	-	7	38.9 (1.2)	42.9 (1.6)	35.1 (1.5)	40.9 (1.4)	32.5 (2.5)	31.1 (2.3)
Growth of A.F.L.	2	1	5	38.4 (1.3)	38.9 (1.9)	37.8 (1.4)	39.6 (1.4)	35.5 (2.5)	33.3 (2.8)
Mormon Pioneers led by Young	1	3	3	38.0 (1.5)	43.1 (2.0)	32.5 (1.8)	40.9 (1.8)	27.8 (2.6)	29.9 (3.3)
Plessy v. *Ferguson*	3	2	5	37.5 (1.2)	37.2 (1.7)	37.8 (1.7)	39.4 (1.5)	36.7 (3.1)	27.2 (2.0)
Workers form labor union	2	-	5	37.4 (1.6)	39.5 (2.1)	35.3 (1.9)	39.4 (2.0)	32.8 (2.7)	29.6 (3.7)
Occurrence in U.S. 1900	3	1	4	35.9 (1.2)	36.7 (1.9)	35.1 (1.6)	39.9 (1.7)	21.6 (2.4)	25.7 (2.7)
Steinem, Friedan, and Millett	3	3	8	35.4 (1.2)	34.9 (1.5)	35.9 (1.6)	35.1 (1.4)	38.3 (3.1)	32.7 (2.3)
Booker T. Washington	3	3	5	35.3 (1.2)	34.6 (1.7)	35.9 (1.7)	35.1 (1.4)	44.6 (3.2)	25.5 (2.9)
League of Nations	1	1	5	34.9 (1.0)	35.4 (1.2)	34.3 (1.5)	35.6 (1.3)	32.3 (3.0)	35.3 (3.0)
Assoc. with F.D. Roosevelt	1	3	6	34.3 (1.6)	34.4 (2.0)	34.1 (1.8)	35.5 (1.9)	34.0 (3.1)	27.4 (2.6)
Manifest Destiny	1	-	4	34.3 (1.7)	34.2 (2.1)	34.4 (1.8)	36.8 (2.1)	23.6 (3.0)	25.2 (2.5)
Intent of Emancipation Proclamation	1	2	4	33.1 (1.1)	36.2 (1.6)	30.1 (1.6)	31.2 (1.4)	38.8 (2.4)	33.2 (2.6)
Declaration of Independence	1	2	2	33.0 (1.3)	35.1 (1.9)	30.9 (1.9)	33.2 (1.8)	30.5 (3.1)	31.2 (3.1)
Central issue of Watergate scandal	1	-	8	29.8 (1.5)	30.0 (2.0)	29.6 (1.9)	31.6 (1.9)	23.6 (2.8)	24.3 (3.2)

Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each population of interest, the percentage of students who responded correctly to each item is within ± 2 standard errors of the estimated value.

Percentage of Students Responding Correctly to the U.S. History Assessment Items, 1988

ITEM DESCRIPTION	CONTEXT	CHRONOLOGY	PERIODS	NATION	MALE	FEMALE	WHITE	BLACK	HISPANIC
Early Alaskans travel	3	-	8	29.7 (0.9)	28.0 (1.2)	31.5 (1.2)	33.2 (1.2)	21.1 (1.8)	17.7 (2.5)
Temperance and suffrage	3	1	5	28.9 (1.0)	30.1 (1.6)	27.7 (1.7)	30.7 (1.3)	22.6 (2.5)	24.0 (2.6)
Scopes Trial	3	2	6	28.4 (1.3)	29.9 (1.8)	27.0 (1.3)	28.3 (1.5)	27.5 (2.4)	30.6 (2.2)
New Deal expanded government role	1	2	6	28.0 (1.1)	30.0 (1.7)	25.9 (1.6)	28.0 (1.2)	30.4 (2.3)	27.1 (2.3)
Nineteenth century decline	2	-	3	27.7 (1.1)	30.1 (1.8)	25.4 (1.5)	31.2 (1.4)	13.8 (1.8)	19.5 (2.4)
J.F. Kennedy's successor	1	3	7	26.5 (1.1)	30.9 (1.9)	22.4 (1.4)	28.2 (1.2)	19.2 (2.7)	23.2 (2.8)
"Cold War"	1	1	7	26.3 (1.1)	31.0 (2.0)	21.7 (1.5)	27.7 (1.3)	21.5 (2.8)	21.9 (2.0)
German attack on U.S. territory	1	-	5	25.7 (1.2)	28.6 (1.8)	22.9 (1.6)	26.0 (1.5)	27.6 (2.9)	22.7 (2.7)
Lincoln's main goal in Civil War	1	3	4	25.2 (1.3)	27.6 (2.0)	23.0 (1.5)	26.9 (1.7)	19.0 (2.7)	19.2 (1.9)
Nixon policy	1	-	7	24.6 (1.3)	23.7 (1.7)	25.6 (1.7)	25.4 (1.6)	24.0 (2.6)	23.1 (2.7)
Political theory-Declaration of Independence	3	2	2	23.9 (1.1)	23.2 (1.3)	24.6 (1.5)	25.3 (1.4)	19.6 (2.1)	19.9 (1.8)
League of Nations	1	-	5	23.8 (1.2)	26.3 (2.0)	21.3 (1.4)	24.8 (1.5)	21.2 (2.5)	17.4 (2.3)
Spanish-American War	1	-	7	22.4 (1.1)	23.7 (1.5)	21.2 (1.4)	23.0 (1.2)	23.7 (2.1)	18.5 (2.3)
Muckrakers	3	3	5	21.7 (1.6)	22.9 (1.9)	20.6 (1.7)	23.0 (2.0)	17.9 (2.1)	18.0 (2.6)
Labor legislation	2	1	6	21.4 (0.9)	24.1 (1.3)	18.9 (1.2)	21.8 (1.1)	22.7 (2.1)	16.0 (2.0)
Average Percentage of Students Responding Correctly				60.2 (0.4)	61.3 (0.5)	59.0 (0.4)	63.0 (0.4)	52.2 (0.6)	51.6 (0.7)

CONTEXT

1 - Political Life
2 - Economic Life
3 - Cultural, Social, and Family Life

CHRONOLOGY OF EVENTS, DOCUMENTS, PERSONS

1 - Chronology of Events
2 - Documents
3 - Persons

HISTORICAL PERIODS

1 - Exploration and Colonization, up to 1763
2 - The Revolutionary Era, the Constitution, and the New Republic, 1763-1815
3 - Economic and Social Development of the Antebellum Republic, 1790-1861
4 - Crisis of the Union: Origins of the War, the War, and Reconstruction, 1850-1877
5 - The Rise of Modern America and World War I, 1877-1920
6 - The United States, 1920-1941
7 - World War II and the Postwar Era, 1931-1968
8 - Modern Post-industrial Era, 1968 to the Present

Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each population of interest, the percentage of students who responded correctly to each item is within ± 2 standard errors of the estimated value.

GRADE 8

Average Percentage of Students Responding Correctly to the Items in Each Dimension of U.S. History Assessed, 1988

DIMENSION	NATION	MALE	FEMALE	WHITE	BLACK	HISPANIC
CHRONOLOGY OF EVENTS						
Average Percent Correct	54.6 (0.4)	56.5 (0.5)	52.8 (0.5)	58.0 (0.6)	44.5 (0.7)	45.9 (0.8)
Difference		1.9 (0.3)	-1.9 (0.3)	3.4 (0.2)	-10.1 (0.7)	-8.7 (0.8)
DOCUMENTS						
Average Percent Correct	50.3 (0.4)	50.9 (0.6)	49.6 (0.4)	52.0 (0.5)	45.5 (0.8)	44.1 (0.8)
Difference		0.6 (0.4)	-0.6 (0.4)	1.7 (0.2)	-4.8 (0.8)	-6.2 (0.7)
PERSONS						
Average Percent Correct	58.3 (0.4)	60.0 (0.5)	56.6 (0.5)	60.8 (0.5)	52.3 (0.8)	49.1 (0.8)
Difference		1.8 (0.3)	-1.7 (0.3)	2.5 (0.2)	-6.0 (0.8)	-9.1 (0.8)
EXPLORATION AND COLONIZATION						
Average Percent Correct	75.8 (0.5)	76.3 (0.7)	75.3 (0.5)	79.2 (0.6)	66.0 (1.0)	66.8 (1.1)
Difference		0.5 (0.3)	-0.5 (0.3)	3.4 (0.2)	-9.8 (0.9)	-9.1 (1.0)
REVOLUTIONARY ERA						
Average Percent Correct	61.0 (0.5)	62.9 (0.6)	59.1 (0.6)	64.4 (0.6)	50.6 (0.8)	51.6 (0.9)
Difference		1.9 (0.3)	-1.9 (0.3)	3.4 (0.2)	-10.4 (0.8)	-9.4 (0.8)
ANTEBELLUM REPUBLIC						
Average Percent Correct	64.1 (0.4)	65.5 (0.6)	62.8 (0.5)	67.3 (0.6)	54.5 (0.9)	54.6 (1.1)
Difference		1.4 (0.3)	-1.3 (0.3)	3.2 (0.3)	-9.6 (1.0)	-9.5 (1.0)
CRISIS OF THE UNION						
Average Percent Correct	59.7 (0.5)	60.6 (0.8)	58.8 (0.6)	62.7 (0.6)	51.6 (1.1)	49.7 (1.1)
Difference		0.9 (0.4)	-0.8 (0.4)	3.0 (0.3)	-8.1 (1.0)	-10.0 (1.1)
RISE OF MODERN AMERICA/WORLD WAR I						
Average Percent Correct	50.7 (0.4)	51.8 (0.5)	49.6 (0.5)	52.9 (0.5)	45.1 (0.7)	43.7 (0.7)
Difference		1.1 (0.3)	-1.1 (0.3)	2.2 (0.2)	-5.6 (0.6)	-7.0 (0.7)
THE UNITED STATES, 1920-1941						
Average Percent Correct	51.7 (0.5)	52.2 (0.6)	51.2 (0.6)	53.7 (0.6)	47.5 (0.8)	44.7 (0.9)
Difference		0.5 (0.3)	-0.5 (0.3)	2.0 (0.2)	-4.1 (0.8)	-7.0 (0.9)
WORLD WAR II/POSTWAR ERA						
Average Percent Correct	54.8 (0.4)	56.4 (0.6)	53.2 (0.5)	56.3 (0.5)	52.2 (0.8)	47.7 (0.7)
Difference		1.6 (0.3)	-1.5 (0.3)	1.5 (0.2)	-2.5 (0.7)	-7.1 (0.8)
MODERN POST-INDUSTRIAL ERA						
Average Percent Correct	54.7 (0.5)	55.2 (0.7)	54.2 (0.6)	57.9 (0.6)	45.3 (1.0)	46.4 (1.2)
Difference		0.5 (0.4)	-0.5 (0.4)	3.2 (0.3)	-9.4 (1.0)	-8.3 (1.1)
POLITICAL LIFE						
Average Percent Correct	55.2 (0.4)	56.9 (0.5)	53.6 (0.4)	58.0 (0.4)	47.3 (0.7)	47.1 (0.7)
Difference		1.7 (0.3)	-1.6 (0.3)	2.8 (0.2)	-7.9 (0.6)	-8.2 (0.7)
ECONOMIC LIFE						
Average Percent Correct	65.2 (0.4)	66.4 (0.5)	64.1 (0.4)	68.4 (0.5)	56.2 (0.8)	56.1 (0.8)
Difference		1.2 (0.3)	-1.1 (0.3)	3.2 (0.2)	-9.0 (0.7)	-9.1 (0.8)
CULTURAL, SOCIAL, AND FAMILY LIFE						
Average Percent Correct	61.8 (0.4)	62.2 (0.5)	61.5 (0.4)	64.5 (0.4)	54.7 (0.8)	53.1 (0.9)
Difference		0.3 (0.3)	-0.3 (0.3)	2.7 (0.2)	-7.1 (0.7)	-8.7 (0.8)

"Difference" refers to the difference between the nation and subpopulations.

Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each population of interest, the average percent correct is within ± 2 standard errors of the estimated value.

GRADE 12

Percentage of Students Responding Correctly to the U.S. History Assessment Items, 1988

ITEM DESCRIPTION	CONTEXT	CHRONOLOGY	PERIODS	NATION	MALE	FEMALE	WHITE	BLACK	HISPANIC
Western trail	2	-	3	94.9 (0.6)	94.2 (0.7)	95.5 (0.8)	95.9 (0.6)	91.2 (1.6)	93.5 (2.1)
19th Amendment	1	2	5	92.8 (0.7)	91.7 (1.0)	93.8 (0.9)	93.5 (0.9)	90.4 (1.5)	91.5 (1.7)
Social Security Act	2	-	6	91.4 (0.7)	89.6 (1.1)	92.9 (0.8)	92.3 (0.7)	89.1 (1.6)	87.9 (2.4)
Alexander Graham Bell	2	3	5	90.6 (0.9)	88.1 (1.6)	93.0 (0.8)	91.7 (1.0)	88.1 (2.8)	86.8 (2.8)
Thomas Edison	2	3	5	90.3 (0.9)	88.4 (1.4)	92.0 (0.8)	92.6 (1.0)	85.6 (2.5)	79.0 (3.5)
Watergate scandal	1	1	8	88.0 (0.9)	88.5 (1.1)	87.5 (1.3)	90.9 (0.9)	79.1 (2.2)	76.3 (4.0)
Dodge City route	2	-	3	86.7 (0.7)	84.3 (1.3)	88.7 (0.9)	87.8 (0.9)	81.9 (2.2)	84.3 (1.7)
Cotton production increase	3	2	2	86.6 (0.9)	88.5 (1.1)	84.9 (1.4)	88.5 (1.1)	78.7 (2.4)	84.0 (2.2)
Auto industry and assembly	2	-	5	86.3 (0.9)	84.0 (1.6)	88.4 (1.2)	88.8 (1.0)	79.3 (1.9)	76.9 (3.6)
Before annexation	1	-	3	86.3 (0.8)	88.8 (1.2)	83.9 (1.1)	90.6 (0.8)	72.8 (2.4)	74.0 (3.4)
Hiroshima	1	-	7	86.0 (0.9)	87.0 (1.3)	85.2 (1.3)	88.6 (1.0)	79.1 (2.4)	75.3 (3.0)
Underground Railroad	3	-	4	86.0 (1.0)	83.7 (1.3)	88.0 (1.2)	88.4 (1.1)	83.4 (2.3)	76.8 (3.2)
Civil War battles	3	-	4	85.9 (0.9)	83.7 (1.3)	87.8 (1.1)	88.4 (0.8)	77.6 (2.9)	77.2 (2.4)
U.S. legal system	1	-	1	84.5 (0.9)	86.2 (1.0)	83.0 (1.2)	86.4 (1.1)	78.0 (2.5)	75.7 (3.2)
Rights of slaves	1	1	4	83.9 (0.7)	83.3 (1.0)	84.4 (1.1)	87.4 (0.8)	70.3 (2.0)	76.6 (2.6)
Rosa Parks	3	3	7	83.1 (1.3)	81.3 (1.9)	84.7 (1.3)	85.3 (1.5)	78.8 (3.0)	71.7 (3.1)
Locate Rocky Mountains on map	3	-	1	82.6 (1.0)	81.2 (1.5)	83.7 (1.2)	84.9 (1.1)	79.1 (2.3)	69.1 (3.5)
People moved from farms to cities, 1860	2	-	8	82.2 (0.8)	82.3 (1.2)	82.2 (1.1)	86.4 (0.8)	64.6 (2.9)	71.3 (2.8)
Boston Tea Party	1	-	2	82.0 (0.9)	82.8 (1.3)	81.3 (1.0)	84.6 (0.9)	72.9 (3.1)	74.1 (3.1)
Harriet Tubman	3	3	4	81.1 (1.2)	78.9 (1.6)	82.9 (1.4)	82.1 (1.3)	82.5 (2.8)	72.6 (3.8)
1980 segment of population	3	-	8	80.6 (0.9)	79.9 (1.4)	81.3 (1.2)	84.6 (1.1)	64.2 (3.0)	71.2 (2.7)
Salem, Massachusetts	3	-	1	80.5 (1.0)	79.5 (1.2)	81.4 (1.2)	84.9 (1.0)	69.3 (2.5)	64.1 (3.0)
First atomic bomb	1	-	7	79.8 (1.4)	84.1 (1.9)	76.0 (2.0)	83.2 (1.7)	63.6 (3.7)	67.7 (3.5)
Pearl Harbor	1	-	7	78.7 (1.1)	80.5 (1.6)	77.2 (1.3)	80.1 (1.4)	71.4 (3.0)	74.1 (3.4)
Cotton	2	-	3	78.2 (0.9)	78.9 (1.4)	77.5 (1.3)	79.0 (1.2)	78.8 (1.8)	69.4 (3.2)
Ocean crossing	2	-	1	78.0 (1.1)	81.3 (1.4)	75.1 (1.6)	81.4 (1.2)	62.6 (2.4)	71.9 (3.5)
Purpose of Declaration of Independence	1	2	2	77.9 (0.9)	79.3 (1.3)	76.6 (1.3)	80.8 (1.1)	66.3 (2.3)	69.4 (2.5)
Watergate	1	3	8	77.5 (1.3)	78.7 (1.8)	76.5 (1.8)	81.3 (1.6)	64.0 (3.6)	65.1 (4.1)
Abolitionist	1	-	4	77.2 (1.0)	75.9 (1.4)	78.4 (1.2)	80.2 (1.1)	68.5 (2.7)	64.0 (3.7)
George Washington	1	3	2	76.7 (1.4)	81.5 (1.5)	72.7 (2.2)	82.2 (1.8)	56.4 (2.8)	60.1 (3.7)
Assoc. with F.D. Roosevelt	1	3	6	76.5 (1.3)	75.5 (1.6)	77.5 (1.7)	79.0 (1.5)	68.2 (3.0)	74.8 (3.7)
Number of females in 1900	3	-	8	76.1 (0.9)	76.3 (1.3)	75.9 (1.3)	80.6 (1.1)	57.8 (2.7)	67.5 (4.0)
Prohibition	3	-	6	75.4 (1.2)	77.5 (1.7)	73.6 (1.4)	79.7 (1.4)	61.5 (3.5)	57.4 (3.8)
Great Depression	2	1	6	74.8 (1.0)	79.0 (1.5)	71.1 (1.4)	78.9 (1.1)	59.7 (2.9)	64.9 (3.0)
Brown v. Board of Education	3	2	7	74.2 (1.1)	74.2 (1.7)	74.2 (1.5)	76.1 (1.3)	68.8 (3.0)	68.1 (3.6)
Flying before interstate highway system	2	-	8	73.4 (1.2)	72.7 (2.1)	73.9 (1.5)	76.4 (1.5)	64.9 (3.0)	60.2 (3.8)
Susan B. Anthony	3	3	4	73.4 (1.4)	69.0 (2.2)	77.4 (1.6)	74.0 (1.5)	74.4 (3.1)	70.0 (2.8)
U.S. enemies during WWII	1	-	7	72.8 (1.4)	80.7 (1.7)	65.5 (1.8)	77.8 (1.5)	53.6 (3.6)	60.6 (4.5)
The civil rights movement	3	-	7	72.3 (1.5)	70.1 (2.1)	74.4 (2.1)	74.0 (1.8)	71.5 (2.9)	61.6 (3.3)
Jamestown	3	-	1	72.3 (1.3)	73.9 (2.2)	70.9 (1.4)	75.5 (1.5)	66.5 (3.3)	54.7 (3.7)
Brown v. Board of Education	3	2	7	72.1 (1.2)	70.2 (1.9)	73.7 (1.6)	74.7 (1.5)	63.6 (3.3)	58.2 (4.2)
American Indian and U.S. government treaty	3	-	2	71.8 (1.4)	74.2 (1.8)	69.6 (1.7)	74.6 (1.4)	59.5 (3.8)	64.9 (4.6)
Settlers	3	-	5	71.8 (0.9)	71.5 (1.5)	72.1 (1.3)	73.5 (1.3)	68.2 (2.6)	64.0 (2.5)
Mott, Anthony, and Stanton	3	3	3	71.7 (1.3)	68.1 (1.6)	75.2 (1.5)	76.3 (1.6)	56.2 (3.3)	58.9 (3.0)
Gold rush and movement west	2	1	3	71.5 (1.3)	74.3 (1.6)	69.1 (2.0)	73.7 (1.6)	60.8 (3.0)	61.6 (5.0)
Gerald Ford	1	3	8	71.4 (1.4)	73.6 (1.9)	69.4 (1.5)	73.6 (1.4)	63.1 (3.0)	65.5 (3.0)
Georgia plantations	2	-	3	71.4 (1.1)	69.5 (1.4)	73.2 (1.4)	73.6 (1.3)	64.5 (2.7)	66.5 (3.0)
Income tax	2	-	8	71.2 (1.2)	73.7 (1.5)	68.9 (1.6)	74.6 (1.3)	56.1 (2.7)	63.5 (3.9)
Impact of the Declaration of Independence	1	2	2	70.1 (1.3)	75.4 (1.4)	65.3 (2.0)	74.3 (1.5)	48.5 (2.9)	65.1 (5.0)
Policy re: American Indian reservations	1	1	4	70.0 (1.0)	72.7 (1.5)	67.6 (1.4)	75.5 (1.2)	49.9 (2.9)	56.1 (4.6)
Stamp Act of 1765	1	2	2	69.9 (1.1)	69.1 (1.8)	70.6 (1.3)	73.8 (1.4)	59.7 (4.1)	50.3 (4.3)
Effects of French-Indian War	1	-	1	69.7 (1.1)	69.0 (1.3)	70.4 (1.5)	73.7 (1.3)	55.5 (2.5)	58.1 (3.5)
Locate Mississippi River	3	-	1	69.6 (1.2)	76.5 (1.4)	63.8 (1.9)	73.9 (1.7)	52.8 (3.0)	58.7 (3.9)
The Great Depression	2	-	6	69.0 (1.3)	67.9 (2.1)	69.9 (1.6)	70.6 (1.6)	62.2 (3.2)	67.2 (3.8)
Martin Luther King, Jr.: nonviolence	1	3	7	68.7 (1.1)	69.9 (1.6)	67.6 (1.4)	68.4 (1.2)	78.7 (2.6)	53.9 (3.9)
Checks and balances	1	-	2	68.6 (1.6)	72.5 (2.0)	65.1 (2.0)	73.8 (1.9)	52.7 (3.7)	50.7 (4.4)
Agriculture to industry	2	1	5	68.3 (1.1)	66.7 (2.1)	69.7 (1.6)	71.3 (1.4)	61.0 (3.2)	55.5 (3.0)
Bill of Rights	1	2	2	68.2 (1.6)	65.3 (2.5)	70.8 (1.7)	70.2 (1.8)	62.9 (4.9)	60.0 (4.1)
Eleanor Roosevelt	1	3	6	68.1 (1.4)	68.0 (1.9)	68.1 (1.7)	70.1 (1.3)	62.9 (2.8)	61.1 (5.5)
Plantation economy	2	-	3	67.6 (1.6)	72.5 (1.7)	63.6 (2.4)	69.9 (1.8)	61.0 (3.9)	54.1 (5.4)
Brown, Turner, and Prosser	3	3	4	67.5 (1.6)	70.8 (1.8)	64.6 (2.2)	70.9 (2.0)	62.3 (3.2)	43.1 (3.6)
Revolutionary War	1	2	2	66.6 (1.1)	72.8 (1.8)	61.1 (1.7)	69.9 (1.4)	56.7 (2.7)	50.8 (3.0)
Area that won independence from Mexico	1	-	3	66.5 (1.4)	72.9 (2.0)	60.7 (1.7)	70.5 (1.5)	51.1 (3.8)	61.4 (2.8)
Secession	1	-	4	65.6 (1.3)	65.2 (1.9)	66.0 (1.6)	70.8 (1.5)	46.0 (3.1)	50.2 (4.1)
Manifest Destiny	1	-	4	65.5 (1.5)	64.5 (2.0)	66.6 (1.7)	69.8 (1.6)	51.1 (3.3)	52.1 (3.8)
Sandra Day O'Connor	1	3	8	65.5 (1.1)	68.0 (1.5)	63.2 (1.6)	70.1 (1.3)	47.3 (3.0)	52.0 (3.5)
Northwest Ordinance	1	-	2	65.3 (1.6)	66.1 (2.1)	64.6 (2.0)	69.6 (1.8)	52.1 (3.7)	47.2 (4.2)
Civil War impact on the Indians	3	1	4	65.1 (1.5)	66.6 (1.8)	63.8 (2.0)	71.0 (1.5)	44.0 (2.9)	50.6 (3.4)
Laissez-faire	1	-	5	64.7 (1.8)	63.8 (2.3)	65.4 (2.0)	68.7 (2.1)	50.7 (2.8)	52.9 (4.5)
Growth of A.F.L.	2	1	5	64.7 (1.2)	66.9 (1.6)	62.6 (1.6)	68.8 (1.4)	49.5 (3.0)	48.7 (3.7)
Fishing and ships	2	-	3	64.0 (1.3)	67.6 (1.8)	60.8 (2.2)	68.7 (1.6)	52.6 (4.0)	40.4 (5.3)
Plessy v. Ferguson	3	2	5	63.9 (1.5)	61.5 (1.9)	66.0 (2.2)	67.9 (2.0)	50.1 (2.7)	49.6 (3.2)
Louisiana Purchase	1	-	2	63.4 (1.0)	69.8 (1.2)	57.7 (1.5)	68.0 (1.1)	42.2 (2.6)	52.2 (3.2)

Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each population of interest, the percentage of students who responded correctly to each item is within ± 2 standard errors of the estimated value.

Percentage of Students Responding Correctly to the U.S. History Assessment Items, 1988

ITEM DESCRIPTION	CONTEXT	CHRONOLOGY	PERIODS	NATION	MALE	FEMALE	WHITE	BLACK	HISPANIC
U.S. aid to Europe	1	1	7	63.1 (1.5)	65.9 (2.0)	60.7 (1.9)	65.8 (1.7)	53.7 (2.8)	54.9 (3.9)
Articles of Confederation-Revolutionary War	1	2	2	63.0 (1.6)	64.5 (1.8)	61.9 (2.4)	66.2 (2.0)	52.0 (3.2)	50.9 (4.9)
Woodrow Wilson	1	1	5	62.9 (1.5)	59.9 (2.3)	65.6 (1.7)	66.9 (1.7)	48.5 (3.7)	51.3 (4.2)
Monroe Doctrine	1	2	3	62.5 (1.3)	60.0 (1.7)	65.0 (1.8)	66.1 (1.4)	48.9 (3.7)	53.4 (3.0)
Mason-Dixon line	3	-	4	62.5 (1.2)	67.5 (1.7)	58.0 (1.6)	66.4 (1.3)	54.6 (3.5)	38.2 (4.0)
Mayflower compact	1	2	1	61.8 (1.5)	61.3 (2.1)	62.1 (1.8)	66.4 (1.9)	46.9 (3.5)	47.3 (3.5)
Poster expresses opinion	1	-	4	61.0 (1.5)	64.8 (2.0)	57.7 (1.7)	65.8 (1.7)	44.7 (3.1)	45.2 (3.5)
Temperance and suffrage	3	1	5	60.7 (1.5)	61.7 (2.3)	59.7 (1.9)	63.9 (1.9)	51.8 (3.1)	44.8 (3.9)
Alexander Hamilton	1	3	2	59.9 (1.4)	60.7 (2.2)	59.2 (1.9)	61.0 (1.7)	51.1 (2.8)	55.5 (3.8)
Waterwheels	2	-	1	59.8 (1.5)	65.9 (1.9)	54.4 (1.9)	64.8 (1.7)	46.0 (3.0)	38.0 (2.8)
American colonists and farming	2	-	1	59.7 (1.6)	63.0 (1.7)	56.8 (2.3)	61.0 (2.0)	53.0 (3.5)	58.6 (2.9)
Representative government in colonies	1	-	1	59.6 (1.4)	62.3 (2.0)	57.1 (2.0)	64.0 (1.6)	44.4 (2.8)	47.7 (3.1)
Civil War	2	-	4	59.2 (1.1)	62.2 (1.4)	56.3 (1.6)	62.8 (1.3)	47.7 (2.6)	47.2 (3.2)
Thomas Paine	1	2	2	59.2 (1.2)	59.7 (1.6)	58.7 (1.7)	62.7 (1.3)	48.8 (2.7)	45.7 (2.7)
American Indians coming to America	3	1	1	59.1 (1.4)	65.9 (1.6)	53.1 (1.8)	63.1 (1.5)	42.8 (2.8)	45.9 (5.3)
Workers form labor union	2	-	5	59.0 (1.8)	61.1 (2.4)	57.1 (2.2)	63.8 (2.1)	40.2 (4.5)	41.4 (4.7)
Japanese-American internment during WWII	1	-	7	58.9 (1.2)	68.8 (1.6)	50.7 (1.9)	61.8 (1.5)	44.4 (3.6)	49.0 (3.6)
1914 regulation of business monopolies	2	1	5	58.8 (1.6)	60.3 (1.8)	57.3 (2.2)	61.9 (1.9)	50.9 (3.7)	47.3 (3.9)
U.S. foreign policy goal after WWII	1	1	7	58.0 (1.5)	64.9 (2.1)	52.3 (1.9)	61.1 (1.9)	46.5 (2.9)	48.8 (3.5)
Chronology in civil rights movement	3	1	4	57.6 (1.2)	57.2 (1.8)	58.0 (1.7)	57.9 (1.4)	62.4 (2.7)	48.0 (3.8)
Spain first settled southwestern U.S.	3	-	1	57.4 (1.7)	61.4 (2.4)	53.8 (1.9)	59.5 (1.9)	50.1 (3.4)	49.6 (3.4)
1850-1914 European immigration	3	-	5	57.4 (1.2)	57.4 (1.5)	57.3 (1.8)	60.0 (1.6)	48.2 (3.1)	48.2 (2.9)
Location of Louisiana	1	-	2	57.1 (1.4)	64.6 (1.9)	50.2 (1.6)	60.9 (1.6)	42.0 (3.9)	42.6 (3.6)
Population movement during the 1800s	2	1	3	57.1 (1.3)	61.5 (1.9)	53.4 (1.9)	61.1 (1.5)	44.7 (2.9)	39.4 (4.4)
Harlem Renaissance	3	-	5	57.0 (1.3)	53.8 (1.6)	60.1 (1.8)	58.9 (1.4)	48.4 (2.4)	51.9 (3.3)
Homestead Act	2	2	4	56.9 (1.1)	60.0 (1.6)	54.0 (1.4)	61.4 (1.3)	40.4 (3.0)	46.6 (3.5)
Social Security and New Deal	1	1	6	56.5 (1.7)	56.9 (2.5)	56.1 (1.6)	58.7 (1.9)	50.1 (3.7)	53.4 (3.6)
French explorations of Canada	1	-	1	56.0 (1.2)	59.3 (1.9)	53.4 (1.4)	61.2 (1.2)	34.1 (3.2)	45.6 (3.6)
Economic changes from the New Deal	1	-	6	55.9 (1.9)	55.6 (2.4)	56.2 (2.3)	58.6 (2.0)	46.0 (3.3)	47.2 (4.4)
Occurrence in U.S., 1900	3	1	4	55.8 (1.3)	55.7 (2.1)	56.0 (1.6)	60.2 (1.4)	39.9 (2.9)	46.9 (3.8)
Nixon's relations with Peoples' Rep. of China	1	3	8	55.5 (1.4)	56.6 (2.1)	54.5 (1.8)	58.4 (1.9)	49.9 (3.7)	52.6 (4.4)
Religious tolerance	3	-	1	55.4 (1.1)	55.5 (1.7)	55.3 (1.4)	59.2 (1.3)	42.9 (2.7)	45.4 (3.4)
Amendment of 1920 gave women the vote	1	1	5	55.3 (1.4)	51.6 (1.9)	58.3 (1.6)	55.0 (1.6)	52.5 (2.9)	59.2 (3.1)
Immigration patterns before 1800	3	1	2	54.3 (1.2)	54.3 (1.7)	54.3 (1.6)	55.2 (1.4)	49.5 (2.8)	47.4 (4.4)
U.S. support for S. Korea	1	-	7	54.1 (1.4)	60.5 (2.2)	48.2 (1.8)	57.8 (1.7)	41.5 (3.5)	39.5 (3.3)
Dust Bowl migrations	2	-	6	53.6 (1.4)	54.2 (1.9)	53.0 (2.0)	57.4 (1.6)	36.9 (2.5)	43.7 (4.6)
Rockefeller and Standard Oil	2	3	5	53.4 (1.4)	56.2 (1.7)	51.1 (2.1)	56.2 (1.6)	40.1 (2.8)	47.4 (4.5)
"Give me liberty or give me death"	3	3	2	53.4 (1.5)	55.3 (2.4)	51.7 (2.1)	56.7 (2.0)	45.0 (3.6)	41.8 (3.6)
Identify confederacy using map	1	-	4	53.2 (1.2)	54.2 (2.1)	43.5 (1.7)	57.1 (1.6)	38.4 (3.4)	38.9 (3.7)
Mercantilism	2	-	1	53.2 (1.2)	51.1 (1.8)	55.2 (1.7)	55.3 (1.4)	46.2 (3.4)	44.3 (3.9)
Mormon pioneers	1	3	8	51.8 (1.5)	58.7 (1.7)	45.6 (2.0)	58.0 (1.7)	27.8 (2.6)	37.6 (4.6)
Washington's Farewell Address	1	2	2	51.8 (1.5)	49.2 (1.9)	54.3 (1.9)	54.1 (1.9)	45.2 (3.3)	43.8 (3.9)
Federalist Papers	1	2	2	51.6 (1.4)	52.4 (2.2)	50.9 (1.6)	55.3 (1.6)	37.3 (3.1)	44.1 (3.5)
Booker T. Washington	3	3	5	49.8 (1.7)	49.6 (1.9)	50.0 (2.3)	50.5 (2.0)	49.7 (3.4)	40.6 (5.4)
Monroe Doctrine	1	2	3	48.6 (1.7)	53.5 (2.2)	44.3 (2.7)	51.7 (1.9)	36.1 (3.4)	38.6 (5.0)
"Cold War"	1	1	7	47.0 (1.8)	55.2 (2.2)	39.7 (2.0)	51.0 (2.0)	31.7 (4.1)	31.5 (4.2)
Women's right to vote	1	2	4	46.9 (1.3)	51.6 (2.1)	42.8 (1.7)	49.2 (1.8)	36.8 (3.6)	35.8 (3.4)
Martin Luther King, Jr.	3	3	7	46.9 (1.8)	48.2 (2.4)	45.9 (2.0)	42.7 (2.0)	71.3 (4.1)	47.2 (3.8)
League of Nations	1	1	5	46.3 (1.2)	51.4 (1.9)	41.8 (1.6)	49.6 (1.7)	37.4 (3.2)	31.0 (3.9)
1812 results re: land rights	1	-	3	46.3 (1.3)	48.6 (1.7)	44.1 (1.8)	49.3 (1.7)	38.2 (2.5)	34.5 (3.3)
Land grant subsidies	2	-	5	45.8 (1.5)	50.8 (2.1)	41.1 (1.6)	48.7 (1.7)	33.7 (2.7)	37.3 (2.8)
1787 slave status	1	-	2	44.9 (1.8)	45.5 (2.7)	44.5 (2.0)	47.5 (2.2)	35.5 (2.5)	32.1 (4.2)
Carnegie and steel industry	3	3	5	44.7 (1.9)	49.1 (2.3)	40.7 (2.1)	47.8 (2.3)	33.5 (3.6)	31.2 (3.8)
Samuel Gompers	2	3	5	44.2 (1.9)	47.1 (2.1)	41.5 (2.9)	46.8 (2.3)	34.8 (3.2)	32.9 (4.5)
Central issue of Watergate scandal	1	-	8	44.1 (1.6)	48.7 (2.4)	40.1 (2.0)	45.7 (1.9)	34.3 (3.7)	36.9 (4.8)
Jane Addams	3	3	5	43.8 (1.2)	45.9 (1.8)	41.7 (1.5)	44.8 (1.4)	39.4 (2.2)	40.4 (2.9)
Muckrakers	3	3	5	43.7 (1.8)	45.1 (2.3)	42.6 (2.4)	47.4 (2.2)	28.0 (2.8)	35.9 (4.2)
Labor legislation	2	1	6	43.5 (1.4)	46.4 (1.8)	41.1 (1.8)	45.6 (1.7)	33.1 (3.3)	39.5 (3.5)
New Deal expanded government role	1	2	6	43.4 (1.3)	46.8 (2.0)	40.4 (1.5)	45.3 (1.5)	33.2 (3.3)	34.4 (3.6)
T. Roosevelt	1	-	3	42.8 (1.3)	48.0 (1.8)	37.8 (1.5)	45.6 (1.6)	29.4 (2.7)	38.2 (2.7)
Debate on slavery	3	1	3	42.7 (1.8)	46.5 (2.4)	39.4 (2.1)	45.1 (2.1)	29.7 (3.3)	36.2 (4.4)
Presidents during the Depression	1	1	6	42.6 (1.6)	48.9 (2.0)	36.8 (2.1)	44.1 (1.9)	36.4 (3.2)	36.7 (3.4)
Scopes Trial	3	2	6	42.3 (1.4)	45.0 (2.1)	40.2 (2.3)	45.2 (1.8)	29.3 (3.8)	29.5 (3.2)
Shipping and the War of 1812	1	-	2	42.2 (1.3)	48.2 (2.0)	37.2 (1.7)	43.1 (1.4)	38.0 (2.9)	39.1 (5.9)
Early Alaskans travel	3	-	8	42.0 (1.3)	39.1 (1.6)	44.5 (1.7)	45.6 (1.6)	26.8 (2.2)	31.8 (2.4)
German attack on U.S. territory	1	-	5	40.7 (1.9)	45.3 (2.4)	36.6 (2.6)	43.5 (2.3)	28.6 (3.1)	30.3 (2.8)
Taxing	1	2	2	39.8 (1.5)	44.8 (2.2)	35.4 (1.8)	41.3 (1.8)	33.7 (2.7)	32.0 (4.6)
Religious toleration in colonies	3	-	1	39.1 (1.3)	37.9 (2.1)	40.2 (1.7)	40.6 (1.6)	34.1 (3.0)	35.5 (3.0)
Colonial independence	1	2	2	39.1 (1.2)	42.7 (1.8)	35.9 (1.4)	42.9 (1.6)	29.7 (2.1)	22.4 (3.6)
Presidential power	1	-	8	38.6 (1.9)	38.9 (2.5)	38.3 (2.1)	42.5 (2.3)	22.9 (3.2)	31.0 (3.4)
Declaration of Independence	1	2	2	37.8 (1.6)	38.5 (2.6)	37.2 (1.9)	39.6 (1.9)	29.9 (4.1)	25.8 (3.2)

Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each population of interest, the percentage of students who responded correctly to each item is within ± 2 standard errors of the estimated value.

Percentage of Students Responding Correctly to the U.S. History Assessment Items, 1988

ITEM DESCRIPTION	CONTEXT	CHRONOLOGY	PERIODS	NATION	MALE	FEMALE	WHITE	BLACK	HISPANIC
Political theory-Declaration of Independence	3	2	2	36.2 (1.3)	38.5 (1.7)	34.2 (1.8)	37.3 (1.6)	29.3 (2.2)	36.9 (2.8)
Nullification	1	-	7	36.1 (1.4)	34.4 (1.7)	37.6 (2.1)	36.9 (1.6)	31.9 (2.8)	32.6 (3.9)
Herbert Hoover	1	3	6	35.9 (1.2)	37.7 (1.7)	34.2 (1.9)	37.4 (1.4)	30.5 (2.7)	28.9 (3.4)
Spanish American War	1	-	5	34.5 (1.4)	39.0 (1.7)	30.9 (1.7)	37.3 (1.7)	26.7 (3.2)	25.2 (3.8)
Richard Nixon	1	3	8	33.7 (1.6)	38.4 (1.9)	29.2 (2.3)	34.3 (1.8)	24.6 (2.3)	34.6 (3.7)
Area acquired in Mexican War	1	-	3	32.0 (1.3)	35.2 (2.2)	29.1 (1.6)	29.6 (1.4)	36.3 (3.5)	42.3 (4.4)
League of Nations	1	-	5	31.3 (1.3)	37.2 (1.9)	26.1 (1.4)	33.6 (1.8)	24.8 (3.0)	17.8 (2.6)
Dred Scott decision	3	2	4	30.3 (1.5)	34.7 (2.3)	26.4 (1.6)	31.1 (1.7)	25.0 (3.0)	24.0 (3.6)
"Jim Crow" laws	3	2	5	30.2 (1.6)	35.0 (2.1)	26.0 (1.8)	29.5 (1.9)	33.1 (3.0)	25.3 (4.7)
Marshall Plan	1	-	7	29.9 (1.1)	31.8 (2.0)	28.1 (1.4)	30.9 (1.4)	27.4 (2.2)	24.8 (3.4)
Nixon Policy	1	-	7	28.8 (1.7)	32.6 (2.1)	25.4 (2.0)	29.9 (2.0)	20.6 (2.8)	26.0 (3.0)
Accomplished Reconstruction era	1	-	4	28.4 (1.1)	29.0 (1.5)	27.8 (1.4)	28.4 (1.3)	27.6 (2.4)	27.0 (2.9)
Intent of Emancipation Proclamation	1	2	4	28.0 (1.0)	29.1 (1.5)	27.1 (1.4)	27.6 (1.4)	29.9 (2.9)	26.3 (3.6)
Seneca Falls Declaration	3	-	3	27.1 (1.5)	29.5 (2.3)	24.9 (2.0)	29.3 (1.9)	19.2 (2.7)	15.1 (2.9)
Leaders of women's movement	3	3	8	25.4 (1.3)	26.9 (1.9)	24.1 (1.6)	27.1 (1.6)	17.1 (2.5)	23.9 (3.1)
Medicare and Voting Act	1	3	7	22.3 (0.9)	25.8 (1.7)	19.2 (1.2)	23.0 (1.1)	22.1 (3.0)	16.6 (2.3)
Reconstruction	1	-	4	20.3 (1.1)	23.0 (1.4)	17.9 (1.5)	21.1 (1.2)	18.2 (1.8)	17.2 (3.9)
Average Percentage of Students Responding Correctly				60.3 (0.6)	62.1 (0.8)	58.7 (0.6)	63.0 (0.7)	50.7 (0.9)	50.7 (0.8)

CONTEXT

1 - Political Life
2 - Economic Life
3 - Cultural, Social, and Family Life

CHRONOLOGY OF EVENTS, PERSONS, DOCUMENTS

1 - Chronology of Events
2 - Documents
3 - Persons

HISTORICAL PERIODS

1 - Exploration and Colonization, up to 1763
2 - The Revolutionary Era, the Constitution, and the New Republic, 1763-1815
3 - Economic and Social Development of the Antebellum Republic, 1790-1861
4 - Crisis of the Union: Origins of the War, the War, and Reconstruction, 1850-1877
5 - The Rise of Modern America and World War I, 1877-1920
6 - The United States, 1920-1941
7 - World War II and the Postwar Era, 1931-1968
8 - Modern Post-industrial Era, 1968 to the Present

Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each population of interest, the percentage of students who responded correctly to each item is within ± 2 standard errors of the estimated value.

GRADE 12

Average Percentage of Students Responding Correctly to the Items in Each Dimension of U.S. History Assessed, 1988

DIMENSION	NATION	MALE	FEMALE	WHITE	BLACK	HISPANIC
CHRONOLOGY OF EVENTS						
Average Percent Correct	60.3 (0.7)	62.5 (0.9)	58.4 (0.8)	63.3 (0.9)	49.4 (1.0)	50.1 (1.1)
Difference		2.2 (0.5)	-1.9 (0.5)	3.0 (0.3)	-10.9 (1.1)	-10.2 (1.2)
DOCUMENTS						
Average Percent Correct	55.0 (0.7)	56.5 (0.8)	53.7 (0.6)	57.6 (0.8)	45.6 (1.0)	45.4 (0.8)
Difference		1.5 (0.4)	-1.4 (0.3)	2.5 (0.3)	-9.4 (1.2)	-9.6 (0.9)
PERSONS						
Average Percent Correct	59.5 (0.7)	60.7 (0.9)	58.5 (0.8)	61.7 (0.8)	52.9 (1.0)	51.1 (1.1)
Difference		1.2 (0.4)	-1.1 (0.4)	2.1 (0.3)	-6.7 (1.1)	-8.5 (1.1)
EXPLORATION AND COLONIZATION						
Average Percent Correct	64.6 (0.6)	66.5 (0.8)	62.9 (0.7)	68.0 (0.8)	53.2 (1.1)	53.5 (1.2)
Difference		1.9 (0.4)	-1.7 (0.4)	3.4 (0.3)	-11.4 (1.2)	-11.1 (1.2)
REVOLUTIONARY ERA						
Average Percent Correct	58.8 (0.7)	61.1 (0.9)	56.8 (0.7)	61.8 (0.9)	47.9 (1.2)	48.2 (1.1)
Difference		2.3 (0.5)	-2.0 (0.4)	3.0 (0.3)	-11.0 (1.3)	-10.6 (1.2)
ANTEBELLUM REPUBLIC						
Average Percent Correct	62.6 (0.7)	64.7 (0.8)	60.8 (0.8)	65.3 (0.8)	52.9 (1.0)	53.4 (1.1)
Difference		2.1 (0.5)	-1.8 (0.5)	2.7 (0.3)	-9.7 (1.0)	-9.2 (1.2)
CRISIS OF THE UNION						
Average Percent Correct	61.2 (0.6)	62.6 (0.8)	59.9 (0.7)	64.0 (0.7)	52.3 (1.1)	50.6 (1.2)
Difference		1.4 (0.3)	-1.3 (0.3)	2.8 (0.3)	-8.9 (1.1)	-10.6 (1.1)
RISE OF MODERN AMERICA/WORLD WAR I						
Average Percent Correct	57.1 (0.7)	58.2 (0.9)	56.1 (0.7)	59.6 (0.9)	48.4 (0.9)	47.7 (1.0)
Difference		1.1 (0.4)	-1.0 (0.4)	2.5 (0.3)	-8.7 (1.1)	-9.4 (1.0)
THE UNITED STATES, 1929-1941						
Average Percent Correct	59.2 (0.7)	60.6 (0.9)	57.9 (0.8)	61.6 (0.9)	49.9 (1.1)	51.9 (1.2)
Difference		1.4 (0.4)	-1.3 (0.4)	2.4 (0.3)	-9.3 (1.2)	-7.3 (1.3)
WORLD WAR II/POSTWAR ERA						
Average Percent Correct	59.6 (0.7)	62.4 (0.9)	57.2 (0.7)	61.5 (0.8)	53.7 (1.1)	50.6 (1.0)
Difference		2.8 (0.4)	-1.5 (0.4)	1.9 (0.3)	-5.9 (1.2)	-9.0 (1.1)
MODERN POST-INDUSTRIAL ERA						
Average Percent Correct	61.7 (0.6)	62.8 (0.8)	60.6 (0.6)	64.7 (0.7)	49.1 (1.1)	53.6 (1.3)
Difference		1.2 (0.4)	-1.0 (0.4)	3.0 (0.3)	-12.6 (1.1)	-8.1 (1.2)
POLITICAL LIFE						
Average Percent Correct	57.2 (0.6)	59.7 (0.8)	55.0 (0.6)	60.0 (0.8)	46.7 (0.9)	47.8 (0.9)
Difference		2.5 (0.4)	-2.2 (0.3)	2.8 (0.3)	-10.5 (1.0)	-9.4 (0.9)
ECONOMIC LIFE						
Average Percent Correct	68.6 (0.6)	70.0 (0.7)	67.4 (0.7)	71.4 (0.7)	58.8 (0.9)	59.1 (0.9)
Difference		1.4 (0.4)	-1.2 (0.4)	2.8 (0.3)	-9.8 (1.0)	-9.5 (0.9)
CULTURAL, SOCIAL, AND FAMILY LIFE						
Average Percent Correct	59.5 (0.7)	60.4 (0.8)	58.8 (0.7)	62.0 (0.8)	51.7 (1.0)	49.5 (0.9)
Difference		0.8 (0.4)	-0.7 (0.3)	2.5 (0.3)	-7.8 (1.1)	-10.0 (1.0)

"Difference" refers to the difference between the nation and subpopulations.

Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each population of interest, the average percent correct is within ± 2 standard errors of the estimated value.

GRADE 11

Percentage of Students Responding Correctly to the U.S. History Assessment Items, 1986 and 1988

ITEM DESCRIPTION	YEAR	CONTEXT	CHRONOLOGY	PERIODS	NATION	MALE	FEMALE	WHITE	BLACK	HISPANIC
Alexander Graham Bell	1988	2	3	5	93.4 (0.7)	91.8 (1.1)	94.8 (0.9)	94.4 (0.9)	90.9 (1.5)	87.8 (3.1)
	1986				91.1 (0.9)	88.7 (1.3)	93.5 (1.1)	92.4 (0.9)	90.5 (1.4)	80.8 (3.0)
Underground Railroad	1988	3	—	4	89.2 (1.0)	89.1 (1.3)	89.4 (1.2)	91.0 (0.9)	86.5 (2.5)	76.8 (6.5)
	1986				87.5 (1.2)	86.6 (1.5)	88.4 (1.4)	89.1 (1.4)	90.7 (1.9)	69.7 (4.3)
Adolf Hitler	1988	1	3	7	88.5 (0.8)	91.0 (1.2)	86.2 (1.0)	89.7 (1.1)	85.4 (2.0)	81.8 (3.9)
	1986				87.4 (1.0)	88.8 (1.1)	86.1 (1.5)	89.4 (1.1)	83.1 (1.6)	73.1 (5.4)
Thomas Jefferson	1988	1	3	2	87.7 (1.3)	88.3 (1.7)	87.1 (1.8)	89.6 (1.4)	80.1 (2.5)	82.8 (4.9)
	1986				87.4 (0.9)	86.7 (1.4)	88.3 (1.6)	90.6 (0.8)	75.9 (3.9)	75.3 (3.2)
Auto industry and assembly line	1988	2	—	5	87.6 (0.9)	88.1 (1.5)	87.1 (1.4)	90.1 (1.0)	80.9 (2.7)	76.3 (4.0)
	1986				87.2 (1.2)	87.5 (1.5)	86.7 (1.4)	90.0 (1.2)	79.4 (2.4)	74.4 (4.9)
Harriet Tubman	1988	3	3	4	84.3 (1.2)	84.1 (1.8)	84.5 (1.4)	83.6 (1.4)	95.0 (1.4)	67.7 (4.6)
	1986				83.8 (1.2)	82.8 (1.7)	84.9 (1.3)	84.2 (1.4)	92.4 (1.7)	66.7 (5.7)
Bill of Rights	1988	3	2	2	83.3 (1.2)	84.8 (1.3)	82.1 (1.7)	85.1 (1.4)	77.5 (2.9)	78.1 (4.2)
	1986				81.3 (1.2)	80.1 (1.7)	82.7 (1.4)	82.4 (1.6)	76.2 (4.1)	74.2 (4.9)
Location of original 13 states	1988	1	—	2	83.0 (1.0)	86.3 (1.5)	80.1 (1.6)	86.0 (1.1)	70.2 (3.4)	72.4 (5.7)
	1986				84.8 (0.9)	88.4 (1.1)	80.6 (1.2)	87.7 (0.9)	73.6 (2.6)	71.2 (3.3)
Location of Rocky Mountains	1988	3	—	1	81.1 (1.1)	82.2 (1.7)	80.1 (1.3)	82.8 (1.2)	78.7 (2.7)	69.1 (4.5)
	1986				81.3 (1.2)	83.3 (1.6)	79.3 (1.4)	82.5 (1.5)	76.5 (2.6)	75.0 (3.7)
First atomic bomb	1988	1	—	7	79.5 (1.1)	86.8 (1.4)	73.0 (1.8)	84.0 (1.2)	59.8 (3.9)	69.4 (4.9)
	1986				79.9 (1.3)	85.7 (1.5)	73.0 (1.9)	84.4 (1.0)	59.0 (3.5)	67.4 (4.7)
Washington commanded American Army	1988	1	3	2	78.6 (1.2)	84.8 (1.3)	73.1 (1.8)	82.3 (1.4)	64.5 (3.2)	67.4 (4.6)
	1986				79.2 (1.4)	83.1 (1.7)	75.4 (2.0)	83.7 (1.4)	60.0 (3.6)	66.1 (3.7)
Advent of the TV	1988	2	1	7	77.0 (1.1)	79.4 (1.8)	74.8 (1.6)	80.5 (1.3)	62.8 (2.4)	71.7 (4.6)
	1986				78.1 (1.3)	80.4 (1.4)	75.4 (1.9)	81.5 (1.6)	66.9 (3.4)	62.7 (3.8)
Watergate	1988	1	3	8	75.5 (1.3)	81.8 (1.7)	69.8 (2.1)	78.4 (1.3)	70.0 (3.1)	58.7 (4.9)
	1986				77.4 (1.2)	81.1 (1.8)	73.7 (1.4)	79.4 (1.4)	73.2 (2.9)	59.7 (4.7)
Emancipation Proclamation	1988	1	3	4	75.4 (1.2)	73.9 (1.5)	76.7 (1.8)	77.3 (1.4)	69.7 (3.5)	63.1 (3.8)
	1986				68.0 (1.8)	69.0 (2.3)	66.9 (1.9)	69.3 (2.0)	67.8 (3.9)	50.5 (4.3)
Holocaust	1988	1	—	7	75.3 (1.7)	75.1 (2.4)	75.4 (1.9)	78.1 (1.9)	67.5 (3.6)	62.6 (3.4)
	1986				75.8 (1.4)	75.4 (2.0)	76.2 (1.5)	80.1 (1.5)	57.5 (3.2)	61.2 (4.8)
General dates Great Depression	1988	2	1	6	74.5 (1.2)	82.3 (1.4)	67.7 (2.0)	79.2 (1.4)	62.3 (2.5)	52.7 (4.2)
	1986				72.2 (1.3)	79.2 (1.5)	65.4 (1.9)	77.4 (1.4)	50.6 (3.7)	54.6 (4.3)
General dates Christopher Columbus	1988	3	1	1	73.6 (1.4)	78.0 (1.7)	69.6 (2.0)	79.0 (1.6)	51.4 (3.2)	63.9 (5.9)
	1986				68.1 (1.2)	71.6 (1.7)	64.1 (2.3)	72.6 (1.4)	47.1 (3.7)	54.6 (3.8)
Stamp Act	1988	1	2	2	73.1 (1.5)	72.0 (1.8)	74.2 (2.0)	76.8 (1.9)	62.7 (2.8)	60.8 (4.6)
	1986				67.3 (1.3)	65.2 (2.0)	69.3 (1.6)	71.1 (1.3)	55.1 (3.1)	44.5 (5.2)
Civil rights movement	1988	3	—	7	72.8 (0.8)	71.2 (1.8)	74.3 (1.7)	73.7 (1.2)	72.9 (2.9)	62.3 (4.8)
	1986				71.7 (1.4)	71.6 (1.7)	71.8 (1.6)	73.1 (1.7)	71.8 (2.4)	59.9 (4.1)
U S enemies during WWII	1988	1	—	7	72.8 (1.1)	82.1 (1.3)	64.4 (2.0)	77.0 (1.2)	59.5 (4.2)	60.1 (6.6)
	1986				70.7 (1.6)	80.6 (1.7)	60.9 (2.2)	75.0 (1.8)	50.8 (3.0)	59.5 (4.4)
Gold rush and movement west	1988	2	1	3	72.4 (1.5)	78.9 (1.9)	66.6 (2.1)	74.3 (1.9)	65.6 (2.4)	64.5 (5.5)
	1986				71.3 (1.1)	76.3 (1.5)	66.4 (1.7)	74.5 (1.3)	57.0 (3.1)	61.8 (4.4)
Locate Mississippi River	1988	3	—	1	71.2 (1.6)	79.1 (1.8)	64.1 (2.2)	74.0 (1.8)	61.0 (3.1)	62.9 (5.1)
	1986				70.3 (1.2)	76.6 (1.8)	64.1 (1.6)	74.4 (1.3)	51.0 (2.7)	60.1 (4.5)
Charles Lindbergh	1988	—	3	6	70.9 (1.4)	76.9 (1.6)	65.5 (1.8)	77.0 (1.5)	54.4 (3.6)	49.8 (5.6)
	1986				76.1 (1.5)	81.1 (1.9)	70.2 (1.7)	80.2 (1.9)	62.3 (2.9)	56.5 (4.0)
Area won independence from Mexico	1988	1	—	3	70.5 (1.0)	77.5 (1.8)	64.2 (1.4)	74.3 (1.3)	53.2 (3.3)	70.1 (4.9)
	1986				71.0 (1.4)	75.0 (1.4)	66.9 (2.4)	73.6 (1.7)	53.7 (2.2)	73.9 (3.3)

Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each population of interest, the percentage of students who responded correctly to each item is within ± 2 standard errors of the estimated value.

Percentage of Students Responding Correctly to the U.S. History Assessment Items, 1986 and 1988

ITEM DESCRIPTION	YEAR	CONTEXT	CHRONOLOGY	PERIODS	NATION	MALE	FEMALE	WHITE	BLACK	HISPANIC
General dates: End of WWII	1988	1	1	7	69.9 (1.3)	76.5 (1.8)	64.0 (1.9)	74.3 (1.3)	54.5 (4.2)	56.4 (4.4)
	1986				70.7 (1.5)	77.7 (2.3)	63.7 (1.9)	72.3 (1.6)	61.6 (3.9)	71.6 (2.9)
Plantation economy	1988	2	—	3	69.0 (1.1)	73.3 (1.6)	65.2 (1.7)	71.9 (1.3)	63.0 (2.5)	54.4 (6.0)
	1986				70.7 (1.4)	72.7 (1.8)	68.7 (1.5)	73.1 (1.3)	65.7 (2.7)	55.5 (4.8)
Opposition to the Vietnam War	1988	1	—	8	68.7 (1.6)	76.8 (2.0)	61.5 (2.6)	72.7 (1.8)	53.1 (2.9)	58.4 (4.5)
	1986				72.1 (1.5)	77.7 (1.9)	65.6 (1.8)	74.0 (1.9)	61.3 (3.1)	67.2 (4.0)
Secession	1988	1	—	4	68.4 (1.4)	67.5 (2.0)	69.2 (1.7)	72.9 (1.4)	57.7 (4.3)	47.6 (7.0)
	1986				69.7 (1.1)	67.4 (1.8)	72.3 (1.7)	74.4 (1.5)	49.2 (3.9)	49.0 (3.5)
Brown v. *Board of Education*	1988	3	2	7	67.9 (1.1)	67.9 (1.8)	67.9 (1.6)	70.7 (1.2)	60.1 (3.6)	51.7 (3.6)
	1986				63.7 (1.8)	60.8 (2.6)	67.1 (2.3)	66.4 (2.0)	55.5 (3.6)	47.5 (3.7)
Sputnik	1988	1	—	7	67.0 (1.5)	73.1 (1.9)	61.6 (1.9)	71.4 (1.9)	53.0 (3.1)	49.7 (4.0)
	1986				62.7 (1.5)	69.1 (1.9)	56.4 (2.5)	67.6 (1.9)	46.3 (3.4)	47.2 (3.7)
Influence of German submarines, WWI	1988	1	—	5	66.3 (1.6)	72.7 (1.7)	60.7 (1.9)	66.9 (2.0)	62.3 (2.9)	61.2 (5.5)
	1986				64.6 (1.4)	69.4 (2.2)	60.0 (1.7)	66.7 (1.9)	63.3 (4.0)	48.9 (5.2)
Impact of Decl. of Independence	1988	1	2	2	65.3 (1.5)	70.7 (1.7)	60.6 (2.0)	68.3 (1.8)	53.4 (2.8)	57.3 (5.6)
	1986				67.6 (1.3)	71.3 (1.7)	63.9 (2.0)	71.6 (1.5)	49.4 (2.8)	53.1 (4.2)
General dates: Decl. of Independence	1988	1	1	2	65.1 (1.9)	75.3 (2.6)	56.1 (2.1)	68.5 (2.2)	53.1 (3.7)	54.1 (6.4)
	1986				67.8 (1.3)	72.6 (1.6)	63.1 (1.6)	70.1 (1.4)	57.3 (4.4)	57.1 (5.0)
Plessy v. *Ferguson*	1988	3	2	5	64.6 (2.2)	68.2 (2.5)	61.4 (2.6)	67.2 (2.6)	60.5 (3.8)	45.3 (4.3)
	1986				61.4 (1.5)	60.4 (2.3)	62.3 (1.8)	64.9 (1.8)	53.6 (3.8)	40.4 (5.2)
Susan B. Anthony	1988	3	3	4	63.9 (1.0)	61.7 (1.9)	65.9 (1.5)	64.6 (1.3)	67.3 (3.1)	51.8 (5.2)
	1986				68.9 (1.3)	66.3 (1.6)	71.9 (1.9)	70.0 (1.5)	63.6 (4.2)	61.4 (3.2)
Rockefeller and Standard Oil	1988	2	3	5	63.5 (1.8)	70.1 (2.2)	57.6 (2.0)	66.1 (2.0)	53.4 (3.6)	55.9 (6.3)
	1986				57.8 (1.5)	62.9 (1.8)	52.7 (2.5)	58.9 (2.0)	51.3 (3.1)	52.0 (4.6)
General dates: Watergate	1988	1	1	8	62.2 (1.2)	70.3 (1.8)	55.0 (1.8)	66.9 (1.6)	48.1(3.0)	41.1 (4.5)
	1986				64.5 (1.5)	71.1 (1.7)	57.0 (2.2)	69.1 (1.8)	46.7 (3.5)	47.3 (4.8)
England's exploration of East Coast	1988	3	—	1	61.5 (1.5)	63.2 (2.3)	60.0 (2.0)	64.2 (1.6)	48.0 (3.3)	54.6 (5.9)
	1986				60.6 (1.6)	64.2 (1.7)	57.0 (2.0)	64.3 (1.8)	49.2 (3.5)	44.8 (3.5)
Spain first settled S.W. U.S.	1988	3	3	1	61.4 (1.7)	64.4 (2.0)	58.8 (1.9)	65.7 (1.8)	47.2 (3.7)	47.3 (4.4)
	1986				61.0 (1.4)	62.9 (1.9)	58.7 (1.8)	63.5 (1.3)	48.1 (4.3)	52.1 (4.3)
Representative government in colonies	1988	1	—	1	60.8 (1.7)	63.8 (2.5)	58.1 (1.5)	65.3 (1.9)	49.7 (3.7)	45.1 (5.3)
	1986				58.0 (1.7)	57.5 (2.1)	58.5 (2.2)	63.0 (2.0)	38.7 (3.6)	39.3 (3.5)
Social Security and New Deal	1988	1	1	6	59.8 (1.4)	60.7 (1.9)	59.0 (2.1)	62.8 (1.4)	55.0 (3.6)	40.4 (5.9)
	1986				54.7 (2.1)	57.1 (2.4)	52.3 (2.5)	56.6 (2.6)	46.3 (2.9)	52.8 (4.6)
Population movement during 1800s	1988	2	1	3	59.5 (2.2)	66.8 (3.2)	52.9 (2.2)	63.8 (2.7)	43.9 (3.4)	49.5 (4.5)
	1986				54.7 (1.8)	60.5 (2.0)	48.0 (2.2)	59.5 (2.0)	35.8 (3.8)	34.3 (4.5)
U.S. foreign policy goals after WWII	1988	1	1	7	58.8 (1.7)	65.2 (2.4)	53.0 (2.3)	61.2 (1.9)	50.0 (3.7)	50.0 (5.7)
	1986				57.7 (1.5)	61.8 (1.5)	53.6 (2.2)	61.9 (1.7)	44.2 (3.6)	43.8 (4.7)
General dates: U.S. Constitution	1988	1	1	2	58.2 (1.3)	66.3 (2.1)	51.0 (1.9)	62.3 (1.1)	44.5 (3.4)	46.7 (6.9)
	1986				60.9 (1.2)	65.4 (1.7)	55.7 (2.1)	63.8 (1.4)	49.0 (2.9)	44.1 (3.4)
Location of Louisiana Purchase	1988	1	—	2	57.8 (1.4)	66.4 (1.8)	50.2 (1.7)	59.2 (1.6)	52.5 (3.1)	53.3 (6.6)
	1986				57.1 (1.6)	61.5 (2.3)	52.7 (2.5)	61.4 (1.8)	40.8 (3.8)	40.5 (4.4)
General dates: Pearl Harbor	1988	1	1	7	57.3 (1.7)	66.0 (2.2)	49.8 (2.1)	59.9 (1.9)	48.0 (3.3)	47.9 (4.8)
	1986				60.0 (1.6)	65.9 (2.1)	53.9 (2.7)	62.1 (1.8)	50.4 (4.2)	56.1 (3.8)
General dates: Prohibition	1988	3	1	6	57.2 (1.5)	65.0 (1.9)	50.2 (2.0)	60.3 (1.8)	46.2 (3.4)	48.4 (4.3)
	1986				56.4 (1.5)	62.5 (2.4)	49.3 (1.8)	61.2 (1.6)	40.0 (3.8)	36.2 (4.7)
Populist Party and farm support	1988	1	—	5	56.5 (1.2)	53.7 (1.4)	59.0 (1.7)	57.4 (1.5)	50.3 (4.4)	56.0 (5.6)
	1986				52.8 (1.6)	49.1 (1.6)	56.5 (2.1)	53.2 (1.9)	54.2 (2.7)	44.9 (4.5)

Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each population of interest, the percentage of students who responded correctly to each item is within ± 2 standard errors of the estimated value.

GRADE 11 (continued)

Percentage of Students Responding Correctly to the U.S. History Assessment Items, 1986 and 1988

ITEM DESCRIPTION	YEAR	CONTEXT	CHRONOLOGY	PERIODS	NATION	MALE	FEMALE	WHITE	BLACK	HISPANIC
Economic changes from New Deal	1988	1	—	6	56.3 (1.6)	55.3 (2.5)	57.2 (2.0)	57.9 (2.0)	51.6 (4.2)	50.4 (4.5)
	1986				52.3 (1.8)	49.5 (2.6)	55.4 (2.3)	53.9 (2.2)	44.6 (2.8)	44.8 (3.8)
U.S. support for S. Korea	1988	1	—	7	56.2 (1.8)	65.5 (2.2)	47.9 (1.9)	60.3 (2.2)	40.5 (2.8)	46.9 (4.2)
	1986				53.9 (1.7)	61.9 (1.9)	45.9 (2.0)	56.7 (1.9)	40.5 (2.8)	43.8 (4.8)
Articles of Confederation	1988	1	2	2	56.1 (1.3)	58.0 (2.7)	54.3 (2.4)	57.4 (1.6)	49.8 (3.7)	59.5 (4.4)
	1986				59.4 (1.0)	60.2 (1.7)	58.4 (2.3)	61.2 (1.5)	54.0 (3.3)	47.5 (5.3)
Washington's Farewell Address	1988	1	2	2	55.6 (1.3)	55.1 (1.9)	56.1 (1.4)	58.1 (1.4)	45.1 (3.4)	47.0 (5.1)
	1986				50.3 (2.0)	47.0 (2.0)	53.7 (2.6)	51.7 (2.4)	46.4 (2.7)	43.7 (4.6)
Give me liberty or give me death	1988	3	3	2	55.5 (1.8)	59.5 (2.0)	51.9 (2.6)	55.9 (1.8)	57.8 (3.9)	49.1 (6.3)
	1986				51.1 (1.6)	50.4 (2.4)	51.7 (1.8)	53.6 (2.0)	46.0 (3.5)	33.3 (3.5)
French exploration of Canada	1988	1	—	1	55.3 (1.5)	58.9 (2.1)	52.0 (2.0)	59.0 (1.9)	37.2 (3.1)	48.2 (5.5)
	1986				50.3 (1.4)	52.5 (1.8)	48.1 (1.8)	54.0 (1.4)	32.6 (3.2)	41.4 (5.8)
Immigration patterns before 1800	1988	3	1	2	55.3 (1.5)	54.7 (2.2)	55.8 (1.7)	56.1 (1.9)	44.4 (2.9)	69.2 (4.0)
	1986				56.3 (1.4)	56.8 (1.9)	55.7 (1.6)	59.1 (1.6)	43.2 (3.7)	49.5 (3.8)
Dust Bowl migrations	1988	2	—	6	54.6 (1.6)	54.1 (2.2)	55.1 (1.7)	57.4 (1.8)	46.3 (3.5)	42.2 (5.2)
	1986				53.8 (1.6)	55.4 (2.6)	52.2 (1.8)	56.9 (2.1)	41.7 (3.0)	44.6 (3.4)
Amendment of 1920 gave women the vote	1988	1	1	5	54.4 (1.5)	52.1 (2.6)	56.5 (2.0)	54.2 (1.8)	59.5 (3.7)	50.5 (4.5)
	1986				53.7 (1.3)	49.7 (1.9)	57.7 (1.7)	54.8 (1.6)	50.2 (4.4)	47.3 (4.8)
Country not invaded by Soviet Union	1988	1	—	7	54.3 (1.3)	59.8 (1.7)	49.3 (1.9)	56.5 (1.6)	43.4 (3.7)	49.8 (4.8)
	1986				55.4 (1.7)	62.2 (1.3)	48.9 (2.8)	57.5 (2.1)	40.3 (2.8)	55.8 (4.2)
General dates: Eisenhower's presidency	1988	1	1	7	54.3 (2.0)	59.2 (3.7)	49.9 (1.9)	57.1 (2.2)	45.2 (3.2)	43.7 (5.4)
	1986				55.6 (1.5)	59.2 (2.1)	52.0 (2.3)	58.2 (2.1)	46.2 (3.1)	49.0 (4.2)
Joseph Stalin	1988	1	3	7	54.0 (1.6)	56.7 (2.7)	51.6 (2.4)	58.6 (1.9)	42.3 (3.0)	27.3 (4.5)
	1986				53.6 (2.1)	55.4 (2.7)	51.5 (2.4)	56.7 (2.4)	39.7 (3.5)	38.3 (3.8)
Laissez-faire	1988	1	—	5	53.8 (1.8)	55.1 (2.4)	52.6 (2.1)	56.0 (2.0)	43.0 (3.7)	47.1 (6.8)
	1986				51.0 (1.8)	49.3 (2.5)	52.9 (2.1)	53.6 (1.9)	38.9 (4.0)	38.4 (4.9)
Japanese-American internment in WWII	1988	1	—	7	53.6 (1.7)	61.9 (2.1)	46.1 (2.4)	56.0 (1.9)	40.5 (2.8)	47.2 (4.5)
	1986				55.2 (1.7)	63.4 (2.0)	47.1 (2.4)	57.4 (1.9)	40.8 (2.6)	54.1 (4.2)
Carnegie and steel industry	1988	2	3	5	52.4 (2.2)	58.5 (3.3)	47.0 (2.0)	56.4 (2.7)	37.0 (4.3)	45.2 (4.8)
	1986				46.9 (1.5)	48.5 (2.4)	45.4 (1.5)	48.4 (1.8)	41.7 (3.2)	38.0 (3.9)
General dates: F. Roosevelt's presidency	1988	1	1	6	52.4 (1.9)	58.0 (1.9)	47.4 (2.1)	54.5 (2.3)	46.2 (3.7)	40.3 (4.5)
	1986				52.0 (1.3)	57.1 (1.7)	46.9 (1.7)	56.1 (1.6)	36.2 (2.8)	42.3 (4.2)
Samuel Gompers	1988	2	3	5	51.7 (1.9)	57.3 (3.0)	46.7 (2.1)	52.5 (2.0)	49.4 (4.7)	47.2 (6.6)
	1986				49.8 (1.7)	52.3 (2.3)	47.4 (2.1)	50.3 (1.9)	48.9 (2.4)	48.9 (5.1)
Booker T. Washington	1988	3	3	5	51.4 (1.4)	52.7 (1.7)	50.3 (1.6)	53.2 (1.4)	49.1 (3.3)	40.2 (5.8)
	1986				57.1 (1.7)	58.5 (2.5)	55.5 (1.9)	57.9 (1.8)	55.2 (4.2)	52.2 (4.9)
General dates: WWII	1988	1	1	7	49.1 (1.3)	62.7 (2.3)	36.9 (1.9)	55.1 (1.4)	30.4 (3.8)	28.8 (6.2)
	1986				57.3 (1.4)	67.8 (1.5)	45.1 (2.3)	62.3 (1.5)	32.9 (4.0)	46.3 (2.9)
Valley Forge	1988	1	—	2	48.9 (1.4)	51.9 (2.0)	46.3 (2.4)	52.0 (1.4)	39.3 (3.0)	37.9 (6.3)
	1986				47.9 (1.2)	49.5 (2.3)	46.1 (2.0)	50.6 (1.2)	37.6 (3.5)	35.3 (4.2)
Senator McCarthy and Communism	1988	1	3	7	47.2 (1.6)	48.0 (2.5)	46.5 (1.7)	48.0 (1.7)	48.4 (3.8)	37.9 (5.2)
	1986				42.6 (1.4)	43.0 (2.0)	42.1 (1.8)	43.9 (1.6)	33.9 (2.3)	38.9 (4.5)
Shipping and the War of 1812	1988	1	—	2	46.4 (1.1)	52.1 (2.1)	41.3 (1.7)	44.9 (1.1)	47.7 (2.9)	56.7 (3.8)
	1986				47.0 (1.5)	51.8 (1.7)	42.3 (1.9)	47.4 (1.9)	48.0 (3.5)	46.6 (4.3)
Renaissance and cultural advances	1988	—	—	1	45.9 (1.4)	44.8 (2.3)	46.9 (2.1)	46.9 (1.5)	46.0 (2.9)	37.1 (7.0)
	1986				39.3 (1.7)	38.7 (2.2)	40.1 (2.2)	41.4 (1.8)	31.0 (3.9)	26.9 (3.1)
Martin Luther King, Jr.	1988	3	3	7	45.1 (1.8)	42.7 (2.0)	47.3 (2.5)	40.1 (2.2)	69.6 (4.8)	39.0 (3.9)
	1986				48.9 (1.4)	50.6 (1.9)	47.2 (1.6)	45.6 (1.7)	71.9 (2.7)	38.8 (4.3)

Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each population of interest, the percentage of students who responded correctly to each item is within ± 2 standard errors of the estimated value.

Percentage of Students Responding Correctly to the U.S. History Assessment Items, 1986 and 1988

ITEM DESCRIPTION	YEAR	CONTEXT	CHRONOLOGY	PERIODS	NATION	MALE	FEMALE	WHITE	BLACK	HISPANIC
General dates: Reconstruction	1988	1	1	4	45.1 (1.5)	49.3 (1.6)	41.3 (2.3)	47.7 (2.0)	37.3 (3.1)	38.2 (5.6)
	1986				40.2 (1.5)	40.7 (1.8)	39.6 (2.1)	42.3 (1.8)	27.8 (3.3)	35.2 (3.8)
General dates: atomic bomb	1988	1	1	7	45.0 (1.6)	55.2 (2.2)	35.9 (1.5)	47.9 (1.6)	31.9 (2.7)	38.6 (5.0)
	1986				48.6 (1.8)	57.7 (2.3)	39.4 (2.7)	51.7 (2.1)	34.0 (2.8)	36.8 (4.7)
1890-1910 immigration pattern	1988	3	1	5	44.9 (1.8)	47.7 (2.4)	42.5 (2.0)	45.5 (2.1)	45.3 (3.2)	39.9 (6.0)
	1986				37.6 (1.4)	36.0 (1.9)	39.2 (1.8)	36.2 (1.7)	42.5 (3.5)	43.3 (3.8)
Jane Addams	1988	3	3	5	44.0 (1.7)	41.0 (2.1)	46.7 (2.3)	44.5 (2.0)	43.1 (5.0)	34.4 (5.1)
	1986				41.0 (1.6)	37.1 (2.4)	44.8 (1.4)	41.1 (1.8)	41.1 (3.2)	34.9 (4.4)
Constitution and division of powers	1988	1	—	2	43.1 (1.6)	46.6 (2.3)	40.0 (1.8)	44.9 (2.0)	36.2 (3.3)	41.4 (6.0)
	1986				43.8 (1.6)	48.4 (2.0)	39.3 (1.9)	45.2 (1.8)	39.1 (2.8)	34.7 (4.6)
Muckrakers	1988	3	3	5	42.7 (2.1)	47.0 (2.9)	38.9 (2.5)	45.3 (2.5)	36.3 (3.4)	31.9 (5.3)
	1986				37.1 (1.4)	39.0 (2.0)	35.3 (1.6)	38.3 (1.8)	32.4 (3.1)	30.8 (3.7)
General dates: Wilson's presidency	1988	1	1	5	42.4 (1.6)	45.4 (2.0)	39.6 (2.3)	43.5 (2.0)	33.7 (3.4)	43.9 (4.5)
	1986				42.9 (1.7)	48.6 (2.1)	37.2 (2.1)	45.2 (1.9)	31.9 (3.2)	37.9 (4.0)
Presidents during Depression	1988	1	1	6	42.4 (2.1)	46.7 (2.5)	38.6 (2.2)	46.0 (2.7)	31.1 (3.7)	35.8 (4.0)
	1986				41.1 (1.6)	46.7 (2.4)	35.6 (1.8)	44.5 (2.0)	30.1 (3.0)	26.8 (3.0)
Dred Scott Decision	1988	3	2	4	41.5 (2.2)	46.0 (2.6)	37.6 (2.5)	41.8 (2.5)	44.2 (6.0)	32.3 (4.2)
	1986				39.5 (1.2)	40.1 (1.6)	38.8 (1.8)	41.0 (1.3)	36.6 (4.1)	28.1 (3.9)
Missouri Compromise	1988	1	—	4	41.5 (1.8)	43.1 (2.7)	40.1 (1.7)	42.3 (2.2)	38.5 (4.1)	41.0 (4.2)
	1986				43.0 (1.9)	43.4 (2.2)	42.5 (2.5)	43.6 (1.8)	40.7 (4.0)	36.3 (4.3)
Labor legislation	1988	2	1	6	40.5 (1.5)	40.4 (1.7)	40.6 (2.4)	42.7 (1.8)	33.9 (3.2)	27.1 (6.2)
	1986				38.2 (1.7)	39.6 (1.8)	36.6 (2.4)	40.3 (2.0)	22.1 (3.0)	36.0 (2.9)
Restrictions on immigration	1988	1	—	6	40.2 (1.8)	40.7 (2.1)	39.8 (2.4)	41.0 (2.4)	35.4 (3.7)	32.1 (6.2)
	1986				37.8 (1.6)	39.4 (2.2)	36.2 (1.5)	39.1 (2.0)	30.1 (2.7)	37.0 (5.2)
Scopes Trial	1988	3	2	6	39.0 (1.7)	40.9 (2.7)	37.3 (2.0)	39.9 (1.7)	36.6 (4.4)	30.4 (4.1)
	1986				37.2 (1.5)	40.8 (2.0)	33.6 (1.9)	39.2 (1.9)	24.3 (3.2)	30.9 (4.9)
General dates: Founding of Jamestown	1988	1	1	1	38.5 (1.7)	43.7 (2.4)	33.8 (1.9)	42.1 (1.9)	27.1 (3.5)	21.8 (5.7)
	1986				38.0 (1.6)	43.7 (2.1)	31.4 (1.9)	42.4 (1.9)	21.7 (3.7)	18.1 (3.0)
General dates: T. Roosevelt's presidency	1988	1	1	5	38.2 (2.1)	40.0 (2.3)	36.5 (2.3)	39.4 (2.4)	32.7 (3.8)	31.6 (6.4)
	1986				36.9 (1.4)	40.9 (2.5)	32.9 (1.3)	38.0 (1.5)	32.2 (3.4)	34.0 (4.4)
Religious toleration in colonies	1988	3	—	1	38.0 (1.5)	36.8 (2.1)	39.0 (2.0)	38.7 (1.4)	38.5 (4.6)	31.0 (5.0)
	1986				36.0 (1.5)	35.5 (2.2)	36.4 (1.8)	36.2 (1.9)	29.4 (2.4)	42.7 (4.9)
Federalist Papers	1988	1	2	2	37.6 (2.0)	37.1 (2.0)	38.0 (2.6)	36.8 (2.4)	39.5 (3.9)	44.3 (4.2)
	1986				40.1 (1.4)	39.5 (1.8)	40.7 (2.2)	40.5 (1.8)	40.2 (2.6)	35.5 (3.6)
Intent of Emancipation Proclamation	1988	1	2	4	36.8 (1.5)	37.2 (2.4)	36.5 (1.6)	36.9 (1.8)	36.5 (4.5)	31.7 (4.1)
	1986				38.2 (1.3)	40.4 (2.0)	36.0 (2.1)	36.3 (1.7)	43.6 (3.7)	40.2 (4.8)
General dates: D-Day	1988	1	1	7	36.7 (1.0)	38.8 (1.6)	34.8 (1.9)	38.1 (1.4)	32.3 (2.9)	32.4 (4.2)
	1986				39.5 (1.1)	44.4 (1.7)	34.4 (1.9)	41.5 (1.1)	31.2 (2.5)	33.7 (4.6)
Immigration laws, 1921 and 1924	1988	3	1	6	34.8 (1.3)	34.4 (2.7)	35.1 (1.8)	35.2 (1.4)	34.0 (2.6)	30.6 (4.2)
	1986				37.3 (1.3)	38.0 (1.5)	36.5 (2.4)	39.2 (1.6)	31.0 (3.2)	26.2 (2.9)
American policy after WWII	1988	1	—	6	34.5 (1.8)	35.9 (2.9)	33.2 (2.0)	36.6 (2.1)	28.6 (2.7)	24.4 (4.3)
	1986				32.3 (1.6)	32.2 (1.8)	32.5 (2.4)	34.8 (2.0)	18.0 (1.9)	23.5 (2.6)
U.S. foreign policy in early 1900s	1988	1	—	5	34.5 (1.9)	40.3 (2.4)	29.2 (2.1)	36.9 (2.0)	29.0 (3.3)	25.5 (4.0)
	1986				31.6 (1.8)	36.2 (2.3)	27.0 (1.9)	32.9 (2.2)	28.9 (3.2)	27.8 (3.7)
Jonas Salk	1988	2	3	7	34.2 (2.4)	34.4 (2.9)	34.1 (2.5)	37.0 (2.8)	25.3 (4.8)	22.2 (3.4)
	1986				34.3 (1.4)	30.5 (1.9)	38.0 (2.0)	37.3 (1.8)	23.6 (2.6)	22.7 (3.1)
"Jim Crow" laws	1988	3	2	5	34.0 (1.3)	39.9 (2.1)	28.8 (1.2)	34.8 (1.3)	35.7 (3.3)	26.6 (4.3)
	1986				30.7 (1.2)	34.2 (1.8)	26.5 (1.7)	30.6 (1.3)	31.8 (3.6)	20.8 (3.6)

Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each population of interest, the percentage of students who responded correctly to each item is within ± 2 standard errors of the estimated value.

Percentage of Students Responding Correctly to the U.S. History Assessment Items, 1986 and 1988

ITEM DESCRIPTION	YEAR	CONTEXT	CHRONOLOGY	PERIODS	NATION	MALE	FEMALE	WHITE	BLACK	HISPANIC
Spanish-American War and U.S.	1988	1	—	5	33.8 (1.3)	37.3 (1.7)	30.7 (1.8)	36.2 (1.6)	24.9 (2.4)	23.3 (2.9)
	1986				33.0 (1.4)	35.5 (2.2)	30.6 (2.0)	35.1 (1.9)	27.3 (2.7)	22.2 (2.9)
General dates: Civil War	1988	1	—	4	31.6 (1.7)	37.2 (2.0)	26.6 (2.0)	34.3 (2.1)	24.8 (3.3)	18.9 (2.3)
	1986				32.2 (1.2)	38.5 (1.5)	26.0 (1.4)	33.9 (1.4)	25.8 (2.4)	22.6 (3.0)
Reformation and Protestant groups	1988	3	—	1	29.8 (1.4)	30.2 (1.6)	29.5 (1.9)	30.9 (1.6)	26.6 (2.9)	25.7 (3.9)
	1986				29.8 (1.3)	30.5 (1.9)	29.0 (1.6)	29.8 (1.3)	28.8 (2.8)	27.6 (4.0)
Area acquired in Mexican War	1988	1	—	3	29.6 (1.3)	31.6 (1.7)	27.7 (1.6)	28.6 (1.5)	29.5 (2.7)	36.7 (4.4)
	1986				36.2 (1.3)	39.3 (1.9)	33.1 (1.7)	35.2 (1.6)	33.3 (3.2)	46.3 (4.5)
Seneca Falls Declaration	1988	3	—	3	26.2 (1.6)	26.5 (2.3)	25.9 (1.9)	25.1 (1.8)	28.9 (3.2)	27.2 (4.1)
	1986				25.8 (1.2)	27.2 (1.3)	24.4 (1.8)	25.9 (1.2)	25.9 (2.5)	22.5 (3.7)
General dates: United Nations founded	1988	1	1	7	25.7 (1.3)	32.3 (2.2)	19.8 (1.4)	28.0 (1.5)	17.6 (2.1)	16.6 (4.6)
	1986				25.9 (1.6)	34.4 (2.1)	17.3 (1.9)	28.6 (2.1)	16.4 (2.4)	19.3 (3.5)
Leaders of women's movement	1988	3	3	8	22.4 (1.8)	22.2 (1.9)	22.7 (2.2)	23.5 (2.0)	17.7 (3.1)	20.2 (4.7)
	1986				22.8 (0.9)	23.5 (1.3)	22.2 (1.7)	24.3 (1.2)	14.1 (3.0)	23.1 (3.6)
Winthrop and Puritans founded colony	1988	3	—	2	21.3 (1.3)	22.1 (1.7)	20.6 (1.7)	19.7 (1.5)	27.5 (2.9)	24.2 (4.2)
	1986				19.5 (0.8)	19.4 (1.2)	19.5 (1.3)	18.4 (0.9)	21.6 (3.1)	26.1 (3.6)
Reconstruction	1988	1	—	4	19.1 (1.2)	18.5 (1.5)	19.5 (1.4)	20.5 (1.5)	16.0 (2.2)	16.6 (4.2)
	1986				21.4 (1.3)	24.7 (1.4)	18.1 (1.6)	21.9 (1.5)	16.9 (1.9)	20.9 (3.1)
Average Percentage of Students Responding Correctly	1988				55.7 (0.5)	59.0 (0.7)	52.8 (0.6)	57.9 (0.6)	48.8 (1.1)	47.1 (2.2)
	1986				55.0 (0.6)	57.4 (0.7)	52.5 (0.7)	57.2 (0.8)	46.3 (0.6)	45.6 (0.7)

CONTEXT

1 - Political Life
2 - Economic Life
3 - Cultural, Social, and Family Life

CHRONOLOGY OF EVENTS, PERSONS, DOCUMENTS

1 - Chronology of Events
2 - Documents
3 - Persons

HISTORICAL PERIODS

1 - Exploration and Colonization, up to 1763
2 - The Revolutionary Era, the Constitution, and the New Republic, 1763-1815
3 - Economic and Social Development of the Antebellum Republic, 1790-1861
4 - Crisis of the Union: Origins of the War, the War, and Reconstruction, 1850-1877
5 - The Rise of Modern America and World War I, 1877-1920
6 - The United States, 1920-1941
7 - World War II and the Postwar Era, 1931-1968
8 - Modern Post-industrial Era, 1968 to the Present

Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each population of interest, the percentage of students who responded correctly to each item is within ± 2 standard errors of the estimated value.

GRADE 11

Average Percentage of Students Responding Correctly to the Items in Each Dimension of U.S. History Assessed, 1988

DIMENSION	NATION	MALE	FEMALE	WHITE	BLACK	HISPANIC
CHRONOLOGY OF EVENTS						
Average Percent Correct	52.6 (0.6)	57.6 (0.9)	48.0 (0.7)	55.3 (0.8)	43.1 (1.2)	43.2 (2.4)
Difference		5.1 (0.6)	-4.5 (0.5)	2.8 (0.3)	-9.5 (1.1)	-9.4 (2.4)
DOCUMENTS						
Average Percent Correct	54.6 (0.6)	56.5 (0.9)	52.9 (0.7)	56.2 (0.6)	50.1 (1.5)	47.1 (2.1)
Difference		1.9 (0.5)	-1.7 (0.5)	1.6 (0.3)	-4.4 (1.2)	-7.5 (2.1)
PERSONS						
Average Percent Correct	61.1 (0.6)	63.1 (0.7)	59.3 (0.9)	62.8 (0.6)	57.5 (1.4)	50.5 (2.4)
Difference		2.0 (0.5)	-1.8 (0.5)	1.7 (0.3)	-3.6 (1.1)	-10.5 (2.3)
EXPLORATION AND COLONIZATION						
Average Percent Correct	51.6 (0.9)	53.8 (1.1)	49.7 (1.1)	54.6 (0.9)	41.3 (1.9)	41.6 (2.9)
Difference		2.1 (0.7)	-1.9 (0.6)	3.0 (0.4)	-10.3 (1.6)	-10.0 (2.8)
REVOLUTIONARY ERA						
Average Percent Correct	59.6 (0.5)	62.9 (0.6)	56.6 (0.8)	61.3 (0.5)	52.5 (1.2)	55.7 (2.6)
Difference		3.3 (0.5)	-3.0 (0.5)	1.8 (0.3)	-7.0 (0.9)	-3.9 (2.4)
ANTEBELLUM REPUBLIC						
Average Percent Correct	54.5 (0.6)	59.1 (0.9)	50.4 (0.8)	56.3 (0.8)	47.4 (1.6)	50.4 (3.0)
Difference		4.6 (1.6)	-4.1 (0.6)	1.8 (0.4)	-7.2 (1.5)	-4.1 (2.9)
CRISIS OF THE UNION						
Average Percent Correct	54.3 (0.6)	55.2 (0.9)	53.4 (0.7)	55.7 (0.7)	52.1 (1.7)	44.2 (2.3)
Difference		1.0 (0.5)	-0.9 (0.4)	1.4 (0.3)	-2.1 (1.4)	-10.1 (2.4)
RISE OF MODERN AMERICA/WORLD WAR I						
Average Percent Correct	53.2 (0.7)	55.7 (0.9)	50.9 (0.9)	54.8 (0.8)	48.3 (1.1)	45.8 (2.3)
Difference		2.6 (0.6)	-2.3 (0.5)	1.6 (0.3)	-4.9 (0.9)	-7.4 (2.3)
THE UNITED STATES, 1929-1941						
Average Percent Correct	50.5 (0.8)	53.2 (1.1)	48.2 (0.9)	53.1 (1.0)	43.2 (1.6)	38.8 (2.6)
Difference		2.6 (0.7)	-2.3 (0.6)	2.6 (0.4)	-7.3 (1.5)	-11.7 (2.7)
WORLD WAR II/POSTWAR ERA						
Average Percent Correct	58.4 (0.7)	63.1 (1.1)	54.1 (0.8)	61.0 (0.8)	49.6 (1.5)	47.6 (2.2)
Difference		4.8 (0.6)	-4.3 (0.5)	2.7 (0.3)	-8.8 (1.1)	-10.8 (2.2)
MODERN POST-INDUSTRIAL ERA						
Average Percent Correct	57.2 (1.0)	62.8 (1.4)	52.2 (1.4)	60.4 (1.1)	47.2 (2.1)	44.6 (3.0)
Difference		5.6 (0.9)	-5.0 (0.8)	3.2 (0.4)	-10.0 (1.8)	-12.6 (2.9)
POLITICAL LIFE						
Average Percent Correct	54.9 (0.6)	58.9 (0.8)	51.3 (0.7)	57.3 (0.6)	46.2 (1.1)	46.4 (2.4)
Difference		4.0 (0.5)	-3.6 (0.4)	2.5 (0.3)	-8.6 (0.9)	-8.5 (2.3)
ECONOMIC LIFE						
Average Percent Correct	63.9 (0.6)	67.3 (0.9)	60.8 (0.8)	66.6 (0.7)	55.0 (1.5)	53.6 (2.5)
Difference		3.5 (0.6)	-3.1 (0.5)	2.7 (0.4)	-8.9 (1.2)	-10.3 (2.4)
CULTURAL, SOCIAL, AND FAMILY LIFE						
Average Percent Correct	53.7 (0.5)	55.3 (0.6)	52.3 (0.7)	54.9 (0.5)	51.3 (1.2)	45.9 (2.0)
Difference		1.5 (0.5)	-1.4 (0.4)	1.2 (0.3)	-2.4 (1.0)	-7.8 (1.9)

"Difference" refers to the difference between the nation and subpopulations.

Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each population of interest, the average percent correct is within ± 2 standard errors of the estimated value.

GRADE 11

Average Percentage of Students Responding Correctly to the Items in Each Dimension of U.S. History Assessed, 1986

DIMENSION	NATION	MALE	FEMALE	WHITE	BLACK	HISPANIC
CHRONOLOGY OF EVENTS						
Average Percent Correct	52.4 (0.7)	56.7 (0.8)	47.7 (0.7)	55.2 (0.8)	40.3 (1.0)	42.7 (1.0)
Difference		4.4 (0.3)	-4.6 (0.4)	2.9 (0.2)	-12.1 (1.0)	-9.6 (1.2)
DOCUMENTS						
Average Percent Correct	53.0 (0.7)	53.3 (1.0)	52.8 (0.8)	54.7 (0.8)	47.2 (1.1)	42.2 (1.6)
Difference		0.3 (0.5)	-0.3 (0.5)	1.7 (0.2)	-5.8 (1.1)	-10.8 (1.7)
PERSONS						
Average Percent Correct	60.1 (0.6)	60.9 (0.8)	59.3 (0.7)	61.7 (0.8)	55.6 (0.9)	49.6 (1.5)
Difference		0.8 (0.4)	-0.8 (0.4)	1.6 (0.2)	-4.5 (1.1)	-10.5 (1.6)
EXPLORATION AND COLONIZATION						
Average Percent Correct	49.0 (0.7)	50.8 (0.8)	47.0 (0.9)	51.9 (0.8)	36.3 (1.5)	38.6 (1.5)
Difference		1.8 (0.5)	-2.0 (0.6)	2.9 (0.3)	-12.7 (1.4)	-10.4 (1.7)
REVOLUTIONARY ERA						
Average Percent Correct	59.4 (0.6)	61.0 (0.7)	57.7 (0.7)	61.7 (0.7)	50.7 (0.9)	48.8 (1.1)
Difference		1.6 (0.4)	-1.6 (0.4)	2.3 (0.2)	-8.6 (1.1)	-10.6 (1.2)
ANTEBELLUM REPUBLIC						
Average Percent Correct	54.9 (0.8)	58.5 (0.8)	51.2 (1.1)	57.0 (0.9)	45.2 (1.2)	49.0 (2.5)
Difference		3.5 (0.4)	-3.7 (0.4)	2.0 (0.3)	-9.7 (1.1)	-5.9 (2.5)
CRISIS OF THE UNION						
Average Percent Correct	53.8 (0.7)	54.6 (0.8)	53.2 (0.9)	55.1 (0.8)	50.5 (1.3)	43.7 (1.3)
Difference		0.7 (0.5)	-0.6 (0.5)	1.3 (1.2)	-3.4 (1.2)	-10.2 (1.3)
RISE OF MODERN AMERICA/WORLD WAR I						
Average Percent Correct	50.8 (0.8)	51.8 (1.0)	49.7 (0.6)	52.0 (0.9)	47.1 (0.9)	43.1 (1.2)
Difference		1.0 (0.4)	-1.1 (1.4)	1.3 (0.2)	-3.6 (1.1)	-7.7 (1.3)
THE UNITED STATES, 1929-1941						
Average Percent Correct	49.4 (1.0)	52.2 (1.1)	46.4 (1.0)	52.3 (1.2)	36.7 (0.8)	39.4 (1.2)
Difference		2.9 (0.4)	-3.0 (0.5)	2.9 (0.3)	-12.6 (1.1)	-9.9 (1.4)
WORLD WAR II/POSTWAR ERA						
Average Percent Correct	58.7 (0.8)	63.0 (0.9)	54.2 (0.9)	61.4 (1.0)	47.8 (0.9)	49.0 (1.1)
Difference		4.3 (0.4)	-4.4 (0.5)	2.7 (0.2)	-10.9 (1.0)	-9.6 (1.5)
MODERN POST-INDUSTRIAL ERA						
Average Percent Correct	59.2 (0.9)	63.3 (1.0)	54.6 (1.1)	61.7 (1.1)	48.8 (1.6)	49.3 (2.1)
Difference		4.1 (0.5)	-4.6 (0.6)	2.5 (0.4)	-10.4 (1.6)	-9.9 (2.3)
POLITICAL LIFE						
Average Percent Correct	54.6 (0.7)	57.8 (0.7)	51.3 (0.8)	57.1 (0.8)	44.3 (0.7)	45.4 (0.7)
Difference		3.2 (0.3)	-3.3 (0.3)	2.5 (0.2)	-10.3 (0.9)	-9.2 (1.0)
ECONOMIC LIFE						
Average Percent Correct	62.0 (0.9)	64.2 (0.9)	59.7 (0.9)	64.6 (1.0)	51.9 (1.0)	51.3 (1.2)
Difference		2.2 (0.3)	-2.3 (0.3)	2.6 (0.2)	-10.1 (1.0)	-10.8 (1.4)
CULTURAL, SOCIAL, AND FAMILY LIFE						
Average Percent Correct	52.5 (0.5)	53.4 (0.7)	51.7 (0.6)	54.0 (0.7)	48.0 (0.7)	43.9 (1.1)
Difference		0.8 (0.4)	-0.9 (0.4)	1.4 (0.2)	-4.6 (0.9)	-8.6 (1.2)

"Difference" refers to the difference between the nation and subpopulations.

Standard errors are presented in parentheses. It can be said with 95 percent certainty that for each population of interest, the average percent correct is within ± 2 standard errors of the estimated value.

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